

SEND Policy

Version Control

Version	Revision Date	Revised By	Section Revised
V1	September 2025	S Fletcher	Policy creation
V2	September 2026	S Fletcher	Whole Policy



CONTENTS

- Section 1: Vision and ethos**
- Section 2: Key staff members**
- Section 3: Aims and Objectives of this Policy**
- Section 4: Statutory policy links**
- Section 5: Definitions of SEND and of Disability**
- Section 6: SEND identification**
- Section 7: Graduated response**
- Section 8: Needs descriptors**
- Section 9: Support services and outside agencies**
- Section 10: Partnership with Parents/Carers**
- Section 11: Responsibilities**
- Section 12: Evaluations**
- Section 13: Transition**
- Section 14: Exam Access arrangements**
- Section 15: Complaints**
- Section 16: Information on where the Local Authority's Local Offer is published**

Section 1

Vision and Ethos:

The school community strives to minimise the barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state and socio-economic status.

Town Field Primary School is committed to providing a nurturing, inclusive and challenging learning experience for all our children. We strongly believe that all children have an entitlement to a broad and balanced academic and social curriculum, and that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Town Field Primary School is committed to inclusion. The school's strategic planning reflects the development of cultures, policies and practices that include all learners, including offering new opportunities to learners who have experienced previous difficulties.

Section 2

Key Staff Members:

- Helena Honeybone- Head teacher
- Sarah Fletcher- SENDCo
- Ian Medwell- SENDCo
- Vicky Freestone- Family Support Worker

Section 3

Objectives

We recognise that all children, their families and visitors to the school have got the right to move around the building safely and to share in all aspects of learning according to their needs.

1. To ensure that all SEND and Disability Acts guide policy and are implemented effectively across the school, ensuring priority throughout the Access Plan.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, any individual or group.
3. To continually monitor the progress of all pupils, to identify need as it arises and provide appropriate and timely interventions at the point of need.
4. To provide all children with opportunities to be successful in their learning

5. To provide specific input, matched to the needs of individuals and groups.
6. To ensure that all members of the school community are perceived positively.
7. To involve parents/carers and children at every stage in plans to meet a child's needs.
8. To develop effective liaison between schools to ensure there is continuity on transfer for vulnerable pupils and the maximum ongoing support from existing outside agencies.
9. To ensure all staff are able to access a robust CPD package from within school and from external providers.

Section 4

Legislation and guidance:

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice, Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Section 5

Definition:

The DFE defines Special Educational Needs as follows:

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

At Town Field Primary we recognise and celebrate that each child has different abilities and qualities and these develop at different rates. Whatever the need of a child we aim to ensure they are supported in all areas of their learning and across time. Our planning provides equal access to all pre-school curriculum and individual programmes of work identified for each child.

Section 6

SEND Identification Process:

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

There are four broad areas of need categories for SEND as stated in the SEND Code of Practice 2014, each with subareas:

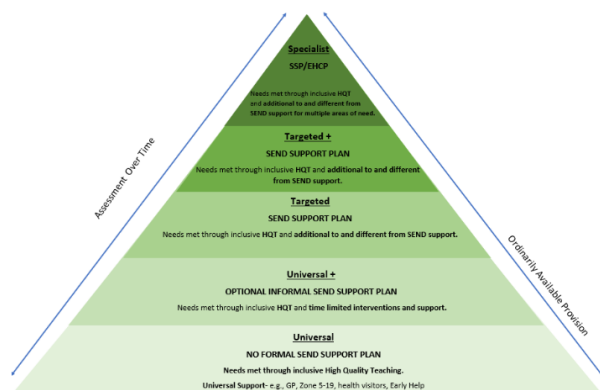
- Cognition and learning (C&L) o Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Special Learning Difficulties
- Communication and interaction (C&I) o Speech, Language and Communication Needs, Autistic Spectrum Disorder including Asperger's Syndrome and Autism.
- Social, emotional and mental health (SEMH) o A wide range of social and emotional difficulties which may reflect underlying mental health difficulties or conditions.
- Physical and sensory (S/P) o Visual Impairment (VI); Hearing Impairment (HI); Multi Sensory Impairment (MSI); Physical disability.

Section 7

Graduated Response

At Town Field we use the Graduated response to effectively meet the needs of all our learners this:

- Uses assessment over time and gives a clear and structured approach for providing help at every level for children and young people.
- Creates an expectation school adopts a comprehensive and consistent approach to meeting the needs of children and young people.
- Ensures that 'high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND' ([SEND Code of Practice 2015](#) paragraph 6.37).
- Ensures that access to support is equitable and based upon a cycle of Assess, Plan, Do, Review, as set out in the SEND Code of Practice (2015).
- Takes into account the child or young person's voice throughout.
- Is used to gather information from a range of individuals involved in supporting children and young people, including parent and child.
- Forms part of the 'Local Offer' with support determined by the graduated intervention levels





We use the APDR principles at all stages of the graduated response.

The Graduated Approach begins with regular cycles of Assess, Plan, Do, Review for all children, young people and their families as part of the Ordinarily Available Provision. Where there are concerns about a child or young person's development and learning this cycle becomes increasingly personalised to remove barriers and meet the needs of the individual. This cycle can identify when levels of support are successful, can be reduced or need to be increased in line with the child or young person's needs.

1. UNIVERSAL LEVEL- No Formal SEND Support Plan

High Quality Teaching for all children and young people including adaptive teaching, differentiation and reasonable adjustments. This includes universal support services to improve your whole setting approach to meeting all learner's needs. e.g., GP, Hearing Impairment Team, Visual Impairment Team.

2. UNIVERSAL + LEVEL - Optional Informal SEND Support Plan

In addition to High Quality Teaching at Universal Level, some children and young people may require time-limited intervention programmes and additional support in order to secure effective learning and increase the rate of progress. This includes universal support services to improve your whole setting approach to meeting all SEND learner's needs. Any service would provide a record of involvement or note of visit if requested.

3. TARGETED LEVEL- SEND Support Plan

In addition to inclusive High Quality Teaching and provision at Universal + Level, some children may require additional to and different from support in order to secure effective learning and increase the rate of progress. This includes targeted support services to improve individual outcomes. eg Educational Psychology Service, Speech and Language Therapy.

4. TARGETED + LEVEL- SEND Support Plan

In addition to inclusive High Quality Teaching and provision at Targeted Level, some children and young people may require significant amounts of additional to and different from support in order to secure effective learning and increase the rate of progress. In some cases this may require additional funding through a pyramid panel process.

5. SPECIALIST LEVEL- SEND Support Plan/ Education Health and Care Plan (EHCP)

In addition to the above provision, a small number of children and young people may require significant amounts of additional to and different from provision across multiple areas of need in order to secure effective learning and increase the rate of progress.

It is important to note that the **Specialist Level of the Graduated Approach does not mean that all children with needs identified at this level will require an EHCP or require a placement in a specialist setting.**

There are a small number of children that will require an EHCP to meet their needs. Children and young people in this cohort are likely to have needs identified across multiple broad areas of need. These needs are likely to be complex and long lasting/ lifelong with multiple professionals involved in the child or young person's care and learning. As such a comprehensive EHCP is required to ensure effective multi-agency working to meet the child or young person's needs.

For a small number of children with complex needs, where Specialist provision is not accessible children may access our mainstream plus provision 'The Dell', where a bespoke curriculum offer is co planned and delivered by SENDCo's, class teachers and specialist teaching assistants.

On occasion, where a child or young person's needs are very complex, a specialist placement outside mainstream settings may be required.

Educational Psychology Service (EPS) would be involved in the statutory assessment process by writing a formal report. Good practice would suggest continued involvement of specialist services, including attendance/ invite to interim review or annual review.

Section 8

SEND needs descriptors developed by Doncaster Local Authority support all staff with a rigorous approach to identification of need.

Section 9

Support services and outside agencies

Creating a culture of collaboration and sharing skills to improve outcomes for children is held in high regard at Town Field.

- The Educational Psychologist service can offer support to children and school as identified by the SENCos and Senior Leaders, identified children will be discussed during termly planning meetings and consultations.
- Specialist direct knowledge and direction is provided by a variety of services where we do not have the necessary in-house expertise-for example, in relation to children on the autistic spectrum.
- The SENCO liaises frequently with a number of other outside agencies.
- Parents/carers are informed where outside agencies are to be involved with their child and appointments/meetings can take place in school as well as the home or clinic.

Section 10

Partnership with parents and carers

Parents should be empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision [Code of Practice]

Section 11

Responsibilities

Governing body responsibilities

- To ensure that the school complies with Race Relations and Disability and SEN related legislation, and especially the new SEN Code of Practice 2015.
- To ensure that the school acknowledges government and local guidance and makes every effort to take account of this.
- To identify governors with specific responsibility for monitoring inclusion and equality issues.
- To ensure that pupils with additional needs are identified, assessed so that appropriate provision can be made for them and reviewed to ensure successful outcomes.
- To support the LA in promoting the educational achievement of looked-after children.
- To ensure that parents/carers are fully involved in all of these processes.
- To ensure that other agencies are involved as appropriate.
- To report to parents/carers on the implementation of this policy.
- To ensure that all pupils are included in all activities, as far as it is practicable.
- To ensure that funding is used appropriately and creatively, to meet statutory obligations and maximise the efficient use of staffing and resources.
- To ensure that inclusion issues remain an integral part of the School Development Plan.
- To ensure that admissions processes are fully inclusive.
- To ensure that all pupils with an EHCP have their explicit entitlement met.
- To consult the LA and governing bodies of other schools when necessary, in the interest of co-ordinated special educational provision.

SENDCo Responsibilities:

- Overseeing the day to day operation of the school's SEND policy
- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
 - Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual children

- Co-ordinating provision for children with special educational needs
- Liaising with Class Teachers, children, parents, and outside agencies to make sure that children receive the appropriate support and high-quality teaching.
- Overseeing SEND Support Plans
- Overseeing Education, Health and Care plans (EHC Plans), making referrals to outside agencies and requesting statutory assessments
- Conducting Annual Reviews for children with ECHP's
- Attending SENDCo meetings to keep up to date with SEND developments

Headteacher responsibilities:

- To ensure that the policy and its related procedures are implemented.
- To ensure that all staff are aware of their responsibilities and given appropriate training and support to carry out their duties.
- To ensure all teachers set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To ensure that disciplinary action is taken against staff or pupils who contravene the policy.
- To ensure issues of equality, inclusion and diversity are addressed within the curriculum, primarily in PSHE.
- To ensure that identified funding is used appropriately and creatively to meet statutory obligations and maximise learning opportunities for all.
- To ensure that other policies eg. the Behaviour policy, are regularly reviewed in light of changing inclusion needs.
- To ensure that multi-agency work within the school is co-ordinated, effective and meeting the need.
- To manage transfer of pupils both coming into and leaving Town Field Primary.
- To ensure that all incidents of bias and discrimination are dealt with.
- To ensure that specific Inclusion responsibilities are undertaken by a qualified and experienced SENCO/Inclusion Manager.

Staff responsibilities

- To set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To ensure quality first teaching for all pupils including children with a range of differing needs.
- To raise concerns using the appropriate system if they are concerned about specific children
- To safeguard and promote the welfare of all children.
- To ensure that everyone is dealt with fairly, promoting race and disability equality and appreciation of diversity.
- To monitor the progress of all children, in line with school policy.

Section 12

Evaluating the success of the school's SEND policy

- Every year we analyse the data we compile ourselves and the data we receive from the monitoring team at the LA, comparing ourselves to national data and similar schools. This analysis informs future planning. The provision map is scrutinised and checked against assessment results to find our most effective provision and how it might be extended.
- The SENCO is able to keep the governors up to date with new inclusion developments either through written reports, attendance at meetings or in conversation with the governor responsible for Inclusion. The SENCos meet with the SEN/D governor on a half termly basis to update.
- Whole school monitoring and evaluation procedures will include sampling of work and observations, following the agreed timetable for this. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Section 13

Transition

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school or class, transition meetings and class transition days are held and arrangements for all children discussed. For children with SEN this may include additional familiarisation visits, peer activities, social stories, parental/ carer visits to our school or other reasonable adjustments in addition to normal arrangements.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with Education Health and Care plans at their statutory Annual Reviews.

Section 14

Exam Access arrangements

The statutory tests that our pupils take are designed to be accessible to the majority of pupils in a specific amount of time without modification. In the case of pupils with SEND they may be eligible for access arrangements. These arrangements should represent usual classroom practise for the child. For some pupils with slow writing speed or fine motor activities it may be appropriate to download the appropriate form for using an amanuensis or making a transcript. For pupils with a visual impairment it may be necessary to order modifies or large print test papers. Some access arrangements require permission from

the standards and testing agency (e.g. additional time). A small number of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that are affected by a condition that means they cannot demonstrate their true potential in the set amount of time.

Section 15:

Complaints Procedure

Should parents disagree with and school decisions made about their child, and do not feel satisfied after discussion with the child's class teacher and/or the SENDCo, they should contact the Head Teacher. Should this meeting not satisfy the parents, then the complaints procedure can be found on the school website <https://www.townfield.doncaster.sch.uk/page/policies/82507>

Section 16

Doncaster LA local offer

Doncaster local authority local offer is published here:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>