



Special Educational Needs and Disability (SEND) Policy

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Prepared by	SENCo and Headteacher
Approved by	LGB
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Changes	Sections 1, 4,5-17



Part of
The Rose Learning Trust

SECTION 1: Main Contact details and Policy key dates

Name and contact details of head teacher	Mrs E Cooke Balby Central Primary Academy Littlemoor Lane Balby Doncaster DN4 0LL
Name and contact details of SENCO	Mrs P Hildebrand Balby Central Primary Academy Littlemoor Lane Balby Doncaster DN4 0LL

SECTION 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated September 2024). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015 (Updated April 2020)
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Ofsted Section 5 Inspection Framework, August 2015
- Teachers Standards 2012
- National Inclusion Statement
- The National Curriculum in England Key stage 172 framework document.
- School SEN Information Report Regulations 2014.

2.2 Our school has separate policies in place for:

- Safeguarding Children and Young People
- Behaviour and Inclusion
- Intimate Care Policy

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This is available on the school website

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: www.gov.uk/government/send-support-easy-read-guide-forparents

SECTION 3: Profile and Values

3.1 Balby Central Primary Academy is part of the Rose Learning Trust. It is a mainstream primary school for children aged 3 – 11. At Balby Central Primary Academy we want each member of the school to feel safe, valued and respected. The school and the governing body welcome children with special educational needs and disabilities and strive to make them feel welcomed and supported with every opportunity being taken to ensure that these pupils, along with all others, are treated equitably and fairly.

As an inclusive school we accommodate a range of special educational needs and disabilities. According to the SEN Code of Practice (January 2015) these are classified under 4 main categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

3.2 Our School Values

At Balby Central Primary Academy we want every member of our school community to be:

1. Ready

2. Respectful
3. Safe

These core values underpin all aspects of school life and are at the heart of our inclusive practice. We believe that by developing these values in our children, we support our vision of shaping lives and building futures, enabling every child to develop the confidence, aspiration and resilience to be the very best they can be.

SECTION 4: Aims and Objectives

4.1 At Balby Central Primary Academy, we are ambitious for all children, including those with Special Educational Needs and Disabilities. We are committed to ensuring that every child is valued, included and supported to achieve their full potential. We recognise that high-quality teaching, positive relationships and effective partnerships with families are fundamental to successful outcomes for children with SEND.

We work collaboratively with parents, carers, external professionals and other educational settings to ensure a consistent and graduated approach to meeting needs. We are committed to developing staff knowledge, understanding and confidence through ongoing professional development, drawing upon both internal and external expertise.

We aim to:

- Ensure that all children with SEND have access to a broad, balanced and ambitious curriculum that enables them to achieve the best possible educational and wider outcomes.
- Identify and respond to SEND as early as possible through a graduated approach of assess, plan, do and review and our Identification and Monitoring Pathway.
- Promote the inclusion, participation and independence of children with SEND in all aspects of school life.
- Provide high-quality teaching that is adapted to meet the needs of individual learners.
- Work in partnership with children, parents and carers, ensuring their views, wishes and aspirations are central to decision-making.
- Foster a culture of respect, belonging and acceptance where individual differences are celebrated and valued.
- Use available skills, knowledge, resources and external support effectively to remove barriers to learning and participation.
- Ensure staff have the knowledge and confidence to meet the needs of children with SEND through ongoing training and professional development.
- Maintain clear communication with all stakeholders and be transparent about the provision, support and decisions made for children with SEND.
- Work collaboratively with external agencies to secure the best possible outcomes for children and young people.
- Meet our statutory duties under the Children and Families Act 2014, the SEND Code of

Practice (2015), the Equality Act 2010 and all associated legislation and guidance.

4.2 Objectives:

- To identify and assess children with SEND as early as possible through a clear, graduated approach using well-established assessment, monitoring and referral procedures. We use our Identification and Monitoring Pathway which can be found on the school website.
- To ensure that all children with SEND have access to a broad, balanced and ambitious curriculum that enables them to achieve their full potential.
- To provide high-quality teaching, adapted appropriately to meet individual needs and remove barriers to learning and participation.
- To work in partnership with parents and carers, recognising them as key partners in supporting their child's education and development.
- To involve children and young people in decisions about their education, support, targets and outcomes, ensuring their views, wishes and aspirations are considered through person-centred approaches.
- To maintain effective partnerships with external agencies, support services and other professionals to ensure children receive coordinated and appropriate support.
- To ensure teachers are effective teachers of all children, including those with SEND, through high-quality and ongoing professional development.
- To deploy support staff effectively to enhance learning, promote independence and improve outcomes for children with SEND.
- To ensure support staff receive regular, ongoing training and development so that they can provide skilled support alongside, rather than as a replacement for, high-quality teaching.
- To use provision mapping and regular review processes to evaluate the effectiveness of support and interventions, ensuring they lead to positive outcomes and reduce barriers to learning.
- To promote the inclusion, participation and wellbeing of children with SEND in all aspects of school life.
- To work collaboratively to prepare children with SEND for their next stage of education and adulthood, developing independence, resilience and confidence.
- To maintain an up-to-date knowledge of the Local Authority Local Offer and available services to ensure pupils and families can access appropriate universal, targeted and specialist support.

SECTION 5: Definition of Special Educational Needs and Disability

5.1 SEND definition

'A child or young person has SEN if they have a learning difficulty or disability which calls for special

educational provision to be made for him or her.’ (*Code of Practice 2015, page 15, paragraph xiii*)

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ (*Code of Practice 2015, page 15/16, paragraph xiv*)

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (*Code of Practice 2015, page 16, paragraph xv*)

5.2 Communication and Interaction (C and I)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism may experience difficulties with social interaction, communication and understanding social situations. They may also experience differences in sensory processing, flexibility of thinking and understanding the perspectives of others.

(*Code of Practice, page 97, paragraphs 6.28/6.29*)

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

(*Code of Practice, page 97/98, paragraphs 6.30/6.31*)

5.4 Social, Emotional and Mental Health Difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Persistent social, emotional and mental health difficulties may require special educational provision where they have a significant impact on a child's ability to access learning and participate in school life.

(Code of Practice, page 98, paragraphs 6.32)

5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

(Code of Practice, page 98, paragraphs 6.34/6.35)

5.6 Difficulties which may not be related to SEND

There are a number of factors which may impact on a child's progress and attainment but do not necessarily mean that they have SEND. These may include:

- Disability (where reasonable adjustments may be required under the Equality Act 2010)
- Attendance and punctuality
- Health and welfare needs
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Child Looked After or Previously Looked After
- Difficulties arising from social and economic disadvantage

Our school recognises that children may experience barriers to learning for a variety of reasons. Through high-quality teaching, regular assessment and careful monitoring, we seek to identify the underlying cause of any difficulties and provide appropriate support at the earliest opportunity. Slow progress and low attainment do not automatically mean that a pupil has SEND. At Balby Central Primary we aim to spot this quickly and support the child to accelerate progress and close the gap through quality first teaching, effective differentiation and appropriate, well delivered and timely interventions.

5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and

young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

(Code of Practice 2015, page 16, paragraph xviii)

Section 6: Graduated approach to identifying if a child requires SEND Support (See SEND Information Report & Local Offer)

6.1 Whole School General Identification and Assessment

Balby Central Primary Academy is committed to the early identification of Special Educational Needs and Disabilities. We recognise that early identification and intervention can significantly improve outcomes for children and young people.

Children's needs are identified and addressed as early as possible through:

- High-quality teaching, ongoing observation, assessment, target setting and monitoring, following the graduated approach of Assess, Plan, Do, Review.
- Actively listening to and responding to parental concerns and observations.
- Listening to and taking account of the child's views, wishes and feelings.
- Analysis of a range of assessment information, including baseline assessments, formative and summative assessments, and end of Key Stage outcomes, to monitor progress over time.
- Termly pupil progress meetings and regular review of attainment, progress, attendance and wellbeing.
- Ongoing development of staff knowledge and understanding of SEND, including the identification of emerging needs and evidence-informed strategies to support pupils.
- Effective liaison with previous settings and schools during transition and in-year admissions.
- Information sharing and collaboration with professionals from education, health, social care and voluntary sector services where appropriate.
- Use of our school's Identification and Monitoring Pathway, which provides a clear process for the early identification of need, graduated support, review timescales and accountability at each stage.
- Where evidence indicates that a pupil may have significant, complex or long-term needs requiring more specialised assessment and intervention, the SENCO may consult with external professionals, including the Educational Psychology Service (EPS). Advice from these services will be used to inform further cycles of Assess, Plan, Do, Review, support effective provision planning and, where appropriate, contribute to requests for additional support or an Education, Health and Care Needs Assessment.

6.2 Universal Provision for All

At our school, all children have access to high-quality, inclusive teaching that is adapted to meet their individual needs. We refer to this as our ordinarily available provision. Teachers are responsible and accountable for the progress and development of all children in their class. High-quality teaching is the first response to meeting the needs of children who may have SEND.

Our universal offer reflects the expectations set out within the Local Authority's Ordinarily Available Provision framework. Through adaptive teaching, reasonable adjustments, inclusive classroom practice and targeted strategies, we aim to remove barriers to learning and enable all pupils to participate, achieve and develop independence.

- Language acquisition and communication skills are promoted through high-quality teaching, inclusive classroom strategies, appropriate adaptations and, where required, targeted interventions.
- Pupils who are underachieving or making less than expected progress will be identified and supported appropriately; however, slow progress and low attainment do not automatically indicate

that a pupil has SEND.

- Where barriers to learning are identified, additional support and evidence-informed interventions may be implemented and reviewed through the graduated approach of Assess, Plan, Do and Review.
- Staff receive ongoing professional development to ensure they are equipped to identify and respond to a wide range of learner needs.
- Children, parents and carers are encouraged to work in partnership with the school to support positive outcomes for all learners.
- The school uses provision mapping to strategically plan, monitor and evaluate the support available through its universal, targeted and specialist offer. Provision mapping enables leaders to ensure that provision is appropriately matched to need, resources are deployed effectively and the impact of support on pupil outcomes is regularly reviewed.

6.3 Examples of Curriculum Access and Provision

Where pupils are identified as requiring additional support to overcome barriers to learning and participation, the school provides a range of universal, targeted and specialist provision matched to individual need. This provision is delivered through collaboration between class teachers, the Inclusion Team, support staff, families and, where appropriate, external professionals. Provision is reviewed regularly through the graduated approach of Assess, Plan, Do, Review to ensure it is effective and supports positive outcomes.

Examples of curriculum access and provision may include:

- Adaptive teaching strategies which enable pupils to access learning alongside their peers.
- Reasonable adjustments to the curriculum, environment, resources and teaching approaches.
- Preparation for new learning experiences and explicit teaching of key vocabulary and concepts.
- The use of visual supports, scaffolds and modified resources to promote understanding and independence.
- Evidence-informed interventions to address identified needs, including Precision Teaching and Speech and Language programmes.
- Targeted small-group support and, where appropriate, individual support to develop specific skills.
- Structured interventions and support to develop social, emotional and mental health, wellbeing and self-regulation.
- Lego Therapy and other social communication programmes where appropriate.
- Access to therapeutic support using trauma-informed approaches to support emotional wellbeing.
- Support from Child and Family Support Practitioners to promote attendance, wellbeing and engagement in learning.
- Collaborative work with families and external agencies to address identified needs and improve outcomes.
- Access to specialist equipment, resources and technology where required.
- Opportunities that promote independence, participation and successful inclusion in all aspects of school life.

This list is not exhaustive. Provision is tailored to the individual strengths, needs and aspirations of each child and may change over time in response to ongoing assessment and review.

6.4 Monitoring and Evaluation of Progress

Our school regularly monitors and evaluates the effectiveness of SEND provision to ensure that pupils make progress from their individual starting points and that support leads to positive outcomes. This is achieved through:

- Ongoing assessment of progress towards individual targets, planned outcomes and wider developmental goals.
- The use of personalised assessment pathways and assessment tools, such as PIVATS, Cherry Garden Branch Maps and other appropriate frameworks, to measure small steps of progress and attainment from individual starting points.
- Regular review of provision and support through the graduated approach of Assess, Plan, Do, Review.
- Monitoring the impact and effectiveness of interventions and support programmes.
- Work scrutiny, moderation activities and review of pupil outcomes.
- Monitoring of teaching, learning, adaptive practice and reasonable adjustments within the classroom.
- Review of planning to ensure learning is appropriately adapted to meet the needs of all learners.
- Informal and formal feedback from teachers, support staff and members of the Inclusion Team.
- Pupil voice activities, including discussions, questionnaires and review meetings.
- Parent and carer feedback through meetings, questionnaires and ongoing communication.
- Analysis of assessment and progress data through whole-school tracking systems.
- Monitoring of attendance, punctuality, participation and engagement, with support from attendance and pastoral teams where appropriate.
- Regular pupil progress meetings between teachers and senior leaders.
- Review of provision mapping to ensure support remains responsive, effective and represents value for money.
- Reporting to governors on the effectiveness of SEND provision and outcomes for children with SEND. The effectiveness of SEND provision is evaluated regularly to ensure that resources are used appropriately, barriers to learning are reduced, and children with SEND are supported to achieve the best possible outcomes and participate fully in school life.

6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice (2015) introduced SEND Support, replacing the previous categories of School Action and School Action Plus.

Where a pupil is identified as having SEND and requires provision that is additional to or different from that ordinarily available through high-quality teaching, the school will provide SEND Support using a graduated approach of Assess, Plan, Do, Review.

The school receives delegated funding to support pupils with SEND. This funding is used flexibly to ensure that pupils receive appropriate provision, interventions and reasonable adjustments to meet their identified needs and achieve positive outcomes.

Additional SEND Support may include:

- Personalised targets and outcomes identified through assessment and review.
- Support and provision that is additional to, or different from, that available through universal provision.
- Evidence-informed interventions targeted to identified areas of need.
- Advice and support from the Inclusion Team.
- Specialist resources, equipment or assistive technology where appropriate.
- Advice and involvement from external professionals and support services.
- Enhanced arrangements to support communication, engagement, independence and participation.

Provision and progress will be monitored and reviewed regularly through the graduated approach, with children, parents and carers actively involved in discussions regarding support, outcomes and next steps. The school will use its delegated SEND funding and additional resources efficiently and effectively to meet identified needs, ensuring that provision is tailored to individual circumstances and represents good value for money while maintaining a focus on improving outcomes for children and young people with SEND.

In addition to the identification, assessment, provision and monitoring processes available to all pupils, our approach to SEND Support is as follows:

- Where there are concerns that a child may have SEND, the class teacher, supported by the SENDCo where appropriate, will work in partnership with parents/carers and the child to identify needs and determine appropriate support.
- The class teacher remains responsible and accountable for the progress and development of the child.
- SEND Support will be considered when a child requires provision that is additional to or different from the universal provision and ordinarily available offer provided through high-quality teaching and reasonable adjustments.
- Support will be planned and reviewed using the graduated approach of Assess, Plan, Do, Review.
- Person-centred outcomes will be agreed in collaboration with the child, parents/carers and school staff and will be reviewed regularly, usually on a termly basis.
- Children receiving SEND Support will have a SEND Support Plan that captures their strengths, needs, aspirations and the strategies that support them most effectively.
- SEND Support Plans are working documents that support the planning, delivery and review of provision and may be updated as needs change or new information becomes available.
- The school will utilise current Local Authority guidance and SEND descriptors, where appropriate, to support identification, planning and provision.
- Outcomes and provision will focus on reducing barriers to learning, participation and independence, addressing the underlying needs impacting on progress and wellbeing.
- SEND Support Plans will be accessible to all staff involved in their implementation and children will be encouraged to develop an understanding of, and ownership of, their agreed outcomes wherever possible.
- SEND Support Plans will identify: The child's strengths and interests; areas of need and barriers to learning; agreed outcomes; the provision, strategies and reasonable adjustments required and arrangements for monitoring and review.
- Outcomes and provision will be developed through collaborative discussion with: the child; parents and carers; class teachers; support staff; the SENCo and external professionals, where appropriate.
- SEND Support Plans (SSPs) will be reviewed at least termly. Reviews will focus on progress towards agreed outcomes, the impact of provision and identifying next steps through a clear "where next?" approach.
- SSPs will be based on a range of assessment information and may include advice from external agencies where appropriate. Where a child's needs are significant, complex or persistent despite targeted support, specialist advice may be sought to inform future provision and outcomes.
- Where the child, parents, class teacher and SENCo agree that identified outcomes have been achieved and needs can be effectively met through high-quality teaching, adaptive practice and

ordinarily available provision, the child may no longer require SEND Support and will continue to be monitored through the school's universal provision processes.

- SEND Support Plans will be reviewed and updated termly by the class teacher, in partnership with parents/carers, the child and the SENCo, where appropriate.
- Children receiving SEND Support will be encouraged to contribute their views, wishes and aspirations through person-centred approaches, which may include the collection of pupil voice.
- Children accessing therapeutic, pastoral or mental health support will have personalised social, emotional and wellbeing outcomes appropriate to their identified need

Section 7: Request for statutory education, health and care assessment

For some children with SEND, despite the school, parents/carers and other professionals working together to provide appropriate support through the graduated approach of Assess, Plan, Do, Review, progress may remain limited and significant barriers to learning and participation may continue to exist.

In such circumstances, specialist services may already be involved in assessing the child's needs and advising on appropriate provision. This may include input from educational, health and social care professionals, including the Educational Psychology Service.

Where evidence indicates that a pupil's needs are significant, complex and long-term, and that the provision required may be beyond that which can reasonably be provided from the resources ordinarily available to the school, consideration may be given to requesting an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

The decision to request an EHC Needs Assessment will be made in partnership with parents/carers and relevant professionals, taking account of:

- The child's strengths, needs and aspirations;
- The provision already implemented and reviewed;
- The impact of support and interventions over time;
- Advice and evidence from relevant professionals;
- The extent to which the child continues to require provision that is additional to or different from that ordinarily available within the school's resources.

Parents/carers and young people have the right to request an Education, Health and Care Needs Assessment directly from the Local Authority.

Children with disabilities may require reasonable adjustments under the Equality Act 2010, regardless of whether they are identified as having SEND or have an Education, Health and Care Plan.

Section 8: Education Health and Care Plans

Children with an Education, Health and Care Plan (EHCP) will access the same high-quality teaching, inclusive practice and graduated approach available to all children, alongside any additional provision and support specified within their EHCP.

In addition to the arrangements in place for children receiving SEND Support, children with an EHCP will have their provision, progress and outcomes reviewed regularly. An Annual Review of the EHCP will be held within statutory timescales and in accordance with the SEND Code of Practice (2015). Interim or early review meetings may also be convened where there is a significant change in need, provision or circumstances.

Annual Reviews will be person-centred and will:

- Consider the child's progress towards their identified outcomes.
- Review the effectiveness of the provision and support in place.
- Take account of the views, wishes and aspirations of the child or young person and their parents/carers.

- Consider any recommendations from professionals involved with the pupil.
- Identify any amendments required to the EHCP to ensure it continues to meet the child's needs and support positive outcomes.

The school's review procedures comply with the requirements of the SEND Code of Practice (2015), including the guidance set out in Sections 6 and 9 relating to Education, Health and Care Plans and Annual Reviews.

Section 9: Management of SEND within our school

9.1 Leadership and Management of SEND

The Headteacher and Governing Body are responsible for ensuring that the school meets its duties under the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010.

The Governing Body has delegated responsibility for the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCo). The SENDCo works closely with the Headteacher, senior leaders, staff, parents, governors and external agencies to ensure effective provision for children with SEND.

The Designated Teacher for Looked After and Previously Looked After Children has strategic responsibility for promoting their educational achievement and will work closely with the SENDCo where a child also has SEND.

All staff have a responsibility for the achievement, wellbeing, inclusion and progress of children with SEND. Continuous Professional Development (CPD) will reflect school priorities, emerging areas of need and the professional development needs of staff.

9.2 The Role of the Headteacher

The Headteacher is responsible for:

- Providing strategic leadership for SEND and inclusion.
- Monitoring and evaluating the progress and outcomes of children with SEND.
- Ensuring that appropriate provision and resources are available to meet identified needs.
- Supporting the implementation of this policy and promoting an inclusive culture throughout the school.
- Working with governors to ensure compliance with statutory duties.
- Ensuring staff receive appropriate training and professional development to meet the needs of children with SEND.

9.3 The Role of the SENDCo

The SENDCo is responsible for overseeing the day-to-day operation of this policy.

Where a SENDCo is newly appointed, they will work towards the statutory National Professional Qualification for SENCOs (NPQ for SENCOs) within the required timescale.

The SENDCo will:

- Oversee the strategic development of SEND provision across the school.
- Coordinate the school's graduated approach to SEND through Assess, Plan, Do, Review.
- Support and advise teachers in meeting the needs of children with SEND.
- Monitor the quality and effectiveness of SEND provision and its impact on outcomes.
- Maintain oversight of the SEND Register and SEND records.
- Monitor and evaluate provision mapping across the school.
- Coordinate provision for children receiving SEND Support and those with Education, Health and Care Plans (EHCPs).
- Liaise with parents and carers in partnership with class teachers.
- Promote person-centred planning and ensure the views, wishes and aspirations of children are

considered.

- Coordinate Annual Reviews for pupils with EHCPs and ensure statutory responsibilities are met.
- Arrange and coordinate support from external agencies and professionals.
- Support effective transition arrangements for children moving between classes, phases and educational settings.
- Contribute to staff training, coaching and professional development.
- Monitor the implementation of Ordinarily Available Provision, adaptive teaching and reasonable adjustments across the school.
- Evaluate the effectiveness of interventions and SEND provision to ensure positive outcomes for pupils.
- Work alongside the SEND Governor and provide regular updates regarding SEND provision and outcomes.
- Maintain an up-to-date knowledge of national legislation, local authority guidance and developments in SEND.
- Attend SEND network meetings, training and professional development opportunities as appropriate.

9.4 Class Teachers

Class teachers are responsible and accountable for the progress and development of all children in their class, including those who access additional support from teaching assistants, the Inclusion Team or external professionals. They will work in partnership with the SENDCo, parents/carers and other professionals to ensure children with SEND achieve positive outcomes.

Class teachers will:

- Lead and contribute to the graduated approach of Assess, Plan, Do, Review for children with SEND.
- Maintain high expectations and aspirations for all pupils.
- Plan and deliver high-quality, inclusive teaching that is adapted to meet individual needs.
- Implement agreed reasonable adjustments, strategies and provision identified through SEND Support Plans and Education, Health and Care Plans.
- Focus on achieving positive outcomes and reducing barriers to learning, participation and independence.
- Monitor and review the progress of children with SEND and contribute to the evaluation of provision.
- Work in partnership with parents/carers and children, ensuring their views, wishes and aspirations are considered when planning and reviewing support.
- Meet with parents/carers at least three times each academic year to review SEND Support Plans, discuss progress towards outcomes and agree next steps.
- Work collaboratively with support staff, the Inclusion Team and external professionals to implement and review provision.
- Contribute to the creation, implementation and review of SEND Support Plans and Education, Health and Care Plans where appropriate.
- Ensure that children with SEND are able to participate fully in all aspects of school life, including educational visits, enrichment activities and extracurricular opportunities.
- Seek advice and support from the SENDCo and other professionals where appropriate.
- Maintain accurate records of provision, interventions, progress and communication with parents.

9.5 Learning Support Assistants and Teaching Assistants

Learning Support Assistants (LSAs), Teaching Assistants (TAs) and Key Adults are an important part of the school's inclusive approach and work in partnership with class teachers and the SENDCo to support positive outcomes for pupils.

They will:

- Support the delivery of provision and interventions under the direction of the class teacher.
- Promote child participation, independence and confidence.
- Contribute observations and feedback to inform assessment, planning and review.
- Support children to access learning, develop social skills and engage fully in school life.
- Implement agreed strategies, interventions and reasonable adjustments as part of the graduated approach.
- Participate in relevant training and professional development to develop their skills and knowledge.

LSAs, TAs and Key Adults may form part of a package of support for an individual child; however, they do not replace the role of the teacher. The class teacher remains responsible and accountable for the progress and development of all children in their class.

Section 10: Partnership with Parents/Carers

At our school, we recognise that parents and carers are key partners in supporting their child's learning, development and wellbeing. We are committed to working collaboratively with families and ensuring that their views, wishes and aspirations are central to decision-making.

We do this by:

- Working effectively with all agencies involved in supporting children and their families.
- Providing parents and carers with opportunities to play an active and valued role in their child's education.
- Creating a welcoming, inclusive and supportive environment for families.
- Encouraging parents and carers to share any concerns regarding their child's learning, development or wellbeing as early as possible.
- Listening to parents' views and responding appropriately to concerns raised.
- Recognising and celebrating children's strengths, achievements and interests alongside areas of need.
- Working in partnership with parents and carers to identify outcomes and agree strategies to support progress.
- Ensuring parents and carers are fully involved in the planning, implementation and review of SEND Support Plans and Education, Health and Care Plans (EHCPs).
- Meeting with parents and carers at least three times each academic year to review progress, discuss outcomes and agree next steps for pupils receiving SEND Support.
- Keeping parents and carers informed throughout assessment, intervention and decision-making processes.
- Ensuring parents and carers are aware of services, advice and support available through the Local Offer and other relevant organisations.
- Providing information in accessible formats and making reasonable adjustments to communication where required.
- Supporting parents and carers of pupils with SEND through information sessions, workshops and engagement opportunities, including initiatives such as the school's Shooting Stars programme.
- Publishing the school's SEND Information Report on the school website and reviewing it annually.
- Publishing information about the school's use of Pupil Premium funding and its impact on outcomes for eligible pupils.

Section 11: Involvement of Pupils

Children and young people have the right to be involved in decisions about their education and to have their views, wishes and feelings considered. We recognise the importance of ensuring that children are active participants in planning, reviewing and evaluating their support.

Children are encouraged to reflect on their learning, progress and next steps. We endeavour to involve all children fully by encouraging them to:

- Share their views, wishes and aspirations regarding their education, learning and wider school experience.
- Develop an understanding of their strengths, interests and areas where they may need additional support.
- Contribute to target setting and understand the purpose of their learning goals and outcomes.
- Reflect on and review their own progress and achievements.
- Participate in reviewing the effectiveness of support and provision put in place to meet their needs.
- Contribute to the development and review of their SEND Support Plan and, where appropriate, Education, Health and Care Plan.
- Develop independence, self-confidence and self-advocacy skills.
- Access information and support in a way that is appropriate to their age, stage of development and individual needs.
- Participate in person-centred planning approaches, which may include the use of One Page Profiles to capture their strengths, interests, aspirations and the strategies that help them to succeed.

The school will use its best endeavours to ensure that all children, including those with communication and interaction needs, are supported to express their views, wishes and feelings and participate meaningfully in decisions about their education, provision and wider school life.

Section 12: Supporting pupils at school with medical conditions

Some children at our school have medical conditions that require ongoing care and support to enable them to access education fully, including educational visits, extracurricular activities and physical education.

The school will ensure that children with medical conditions receive appropriate support so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

Some children with medical conditions may be disabled. Where this is the case, the school will comply with its duties under the Equality Act 2010, including the duty to make reasonable adjustments.

Some children with medical conditions may also have Special Educational Needs and Disabilities (SEND).

Where appropriate, their needs may be supported through SEND Support or an Education, Health and Care Plan (EHCP), which brings together educational, health and social care provision to meet identified needs and improve outcomes.

The school's Supporting Pupils with Medical Conditions Policy is available on the school website.

Section 13: Effective Transition

- We recognise the importance of effective transition planning and will ensure early and timely arrangements are made when children move into our school, between year groups and on to their next phase of education.
- During transition years, opportunities will be provided for children and families to become familiar with new environments, routines and staff. This may include transition meetings, information sharing and planned transition activities.
- For children with SEND, additional transition arrangements may be made where appropriate. These may include enhanced visits, visual supports, social stories, transition booklets, meetings with key staff and other reasonable adjustments to support a successful transition.
- When children leave our school, we will work closely with families, receiving settings and relevant

professionals to ensure a smooth transition and effective transfer of information.

- Parents/carers and children will be supported to explore future educational options and make informed decisions about the next stage of education.
- The transition needs of pupils with an Education, Health and Care Plan (EHCP) will be considered as part of the Annual Review process and planning for future provision.
- Preparation for adulthood will be promoted through the curriculum and wider school experiences
- For pupils with SEND, discussions about aspirations, independence, life skills, community participation and future goals will begin at an age-appropriate stage.
- Where invited, the SENDCo will attend transition and review meetings for children with SEND moving into our school to support effective planning and continuity of provision.
- Relevant information regarding a child's strengths, needs, successful strategies and provision will be shared with receiving staff and settings to support a positive transition experience.

Section 14: Admission Arrangements

No child will be refused admission to the school on the basis of their Special Educational Needs and Disabilities (SEND), disability, ethnicity, culture, religion, language, gender or social circumstances.

The school is committed to inclusive practice and welcomes pupils with SEND in accordance with the Local Authority's admissions arrangements. In line with the Equality Act 2010, the school will not unlawfully discriminate against pupils with disabilities and will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

The school will use its best endeavours to secure the special educational provision required by children with SEND and will work in partnership with parents/carers, previous settings, the Local Authority and other relevant professionals to ensure appropriate support is in place.

Where a child with SEND joins the school, every effort will be made to obtain relevant information and plan appropriately to support a smooth transition and successful inclusion.

Further information can be found in the school's Admissions Policy.

Section 15: Exam Access arrangements

Our school is committed to ensuring that children can demonstrate their knowledge, skills and understanding in assessments. Where appropriate, children with SEND may be eligible for access arrangements in statutory assessments. Access arrangements must reflect a child's normal way of working in school and be in accordance with current assessment guidance.

Examples of access arrangements may include:

- Additional time, where eligibility criteria are met.
- Modified or enlarged assessment materials.
- The use of a scribe, transcript or word processor where appropriate.
- Rest breaks.
- Readers or reading support, where permitted.
- Other arrangements in accordance with current statutory guidance.

Access arrangements will be considered on an individual basis using evidence gathered through classroom practice, assessment and ongoing review. The SENDCo, assessment lead and class teachers will work together to determine whether access arrangements are appropriate and to ensure any applications are submitted within the required timescales.

The school will ensure that children are familiar with any agreed access arrangements through their regular classroom practice so that they are able to participate confidently in assessments.

Section 16: Storage of records

All SEND records are maintained, stored and shared in accordance with the UK General Data Protection

Regulation (UK GDPR), the Data Protection Act 2018 and the school's data protection and records management procedures.

The provision made for pupils with SEND is recorded accurately, reviewed regularly and kept up to date. Access to SEND records is restricted to staff who require the information to fulfil their professional responsibilities and support pupils effectively.

The SENDCo is responsible for ensuring that SEND records are maintained appropriately and that relevant information is transferred securely when a pupil moves to another class, phase or educational setting. Information will be shared with receiving settings in a timely manner to support effective transition and continuity of provision.

Section 17: Complaints

Our school values positive partnerships with parents and carers and seeks to resolve concerns at the earliest opportunity.

Any concerns or complaints relating to SEND provision should, in the first instance, be discussed with the class teacher. Where concerns remain unresolved, they should be referred to the SENDCo and, if necessary, the Headteacher.

Where a complaint remains unresolved, parents/carers may raise the matter with the Governor responsible for SEND or follow the school's formal Complaints Policy.

The school will make every effort to resolve concerns through discussion and partnership working.

However, where a complaint cannot be resolved through the school's complaints procedure, parents/carers may seek further advice and support from the Local Authority, mediation services or other appropriate agencies.

Further information can be found in the school's Complaints Policy.

Section 18: Other key members of staff in our school

Designated Teacher with specific responsibility for safeguarding

- Mrs E Cooke (Headteacher and Deputy Safeguarding Lead)
- Mrs H Wiltshire (Child and Family Support Manager and Deputy Safeguarding Lead)
- Mrs G Lakin (Assistant Headteacher, Safeguarding Lead and Early Years Lead)

Member of staff responsible for managing PPG/LAC funding

- Mrs G Lakin (Assistant Headteacher and Designated Teacher for Looked After Children)
- Miss L Talbot (Assistant Headteacher and Pupil Premium Lead)

Section 19: Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support

Service (formerly SEDSEND) Contact number 01302 736920 or email sendiass@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242

CiCEducationService@doncaster.gov.uk Children with Disabilities Team: Contact number: 01302 735885 or email dcrc@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email

emas@doncaster.gov.uk

Section 20: Information on where Doncaster Local Authority's Local Offer is published

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