

St John the Baptist C of E Primary
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Special Educational Needs and Disability (SEND) POLICY

CONTENTS

Section 1: Main contacts and Policy details

Section 2: Legislative Compliance

Section 3: Our School Profile and School Values

Section 4: Aims and Objectives of this Policy

Section 5: Definitions of SEN and of Disability

Section 6: Partnership with Parents/Carers

Section 7: Involvement of Children

Section 8: Graduated approach to identifying whether a child should be in receipt of SEN Support

Section 9: Request for statutory Education, Health and Care needs assessment

Section 10: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)

Section 11: Management of SEND within our school

Section 12: Supporting pupils at school with medical conditions

Section 13: Effective Transition

Section 14: Admission Arrangements

Section 15: Accessibility and Exam Access arrangements

Section 16: Storing and Managing information

Section 17: Complaints

Section 18: Review of this Policy

Section 19: Other key members of staff in our school

Section 20: Links with Other Services

Section 21: Doncaster Local Authority's Local Offer

Section 1: Main Contact details and Policy key dates

Headteacher: **Mr A Minor** 01709 582619
SEND Co-ordinator: **Mrs S Littlewood** , 01709 582619

Date of previous Policy	May 2017
State if the Policy was subject to co-production and/or consultation prior to publication	The policy was completed after consultation with the staff and the governing body of the school.
Reviewed Policy agreed by Governing Body:	Pending
Reviewed Policy shared with staff:	September 2019
Shared with parents/ carers:	September 2019
Policy to be reviewed again:	May 2020

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 July 2014. 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 July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- 2014 National Curriculum frameworks/ document
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Behaviour, Child Protection, Assessment, Anti-Bullying, Admission, Medical needs

<http://www.stjohns.doncaster.sch.uk>

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.

<http://www.stjohns.doncaster.sch.uk/policies/send-and-local-offer>

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 3: Profile and Values

3.1 Our School Profile

St John's C. E. Primary is a mainstream school for children aged 4 to 11.

There are seven classes from FS2 to Y6 where children are organised in single year groups. Within each class the teaching and learning is differentiated to meet all ability groups and support is timetabled for children to achieve their full potential.

The current designated Special Needs Coordinator (SENCo)/Inclusion Manager is Mrs S Littlewood (Deputy Headteacher). The governor with responsibility for SEN and Inclusion is Ian Hutchinson. The Pastoral Support worker worker is Mrs L Loftus.

The SEND team is responsible for:

- The day to day operation of the SEND/Inclusion policy
- Liaising with and advising colleagues
- Coordinating provision for pupils with additional needs
- Liaising with the parents of pupils with additional needs
- Monitoring the SEND register and overseeing records
- Liaising with external agencies eg: Educational Psychologist, Educational Welfare Officer, Medical Agencies, Social Care etc...

- Contributing to in-service training for teachers and teaching assistants (TAs)
- Organising and attending review meetings
- Liaising with governors on aspects of SEND/Inclusion
- Maintaining regular contact with the local authority on procedures etc
- Meeting with other SENCos/Inclusion Managers and teams when necessary to discuss issues and procedures.
- Ensuring that regular LSA meetings take place, issues are identified and resolutions sought.
- Liaising with staff from Mexborough Academy or other secondary schools to discuss effective transfer procedures for SEND pupils.

3.2 Our School Values

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Our whole school values are:

- Together we love
- Together we hope
- Together we respect
- Together we enjoy
- Together we create
- Together we experience
- Together we succeed

These values are underpinned by the school motto:

Together we believe, together we succeed.

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- put our values into practice every day.
- achieve maximum inclusion and success for all our children, providing equal opportunities for all our pupils.
- address the needs of all pupils who may have additional needs throughout, or at any time during, their attendance at this school, ensuring they attain and progress at their level.
- address the attainment and progress gap between pupils with SEND and those without, diminishing the difference wherever possible.
- provide the greatest possible access to a broad and balanced curriculum for all pupils, ensuring participation for all.
- work in partnership with parents and carers.
- ensure all pupils, whatever their ability, develop a sense of self worth and pride in their achievements.
- have a clear focus on steps toward positive life-long outcomes
- meet our statutory duties

Section 5: Definitions of SEN and of Disability

5.1 SEND Definition

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First Teaching.

The Code Of Practice (CoP) outlines four broad areas of need. These are:

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and Physical Needs.

5.2 Communication and Interaction (C and I)

Children with Communication and Interaction needs have difficulty in communicating with others. 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 of these children is individual and variable 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 with Autism Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; 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.

5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

5.5 Sensory and/or physical needs (SP)

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.

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

5.6 Difficulties which may not be related to SEND

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

- Safeguarding concerns
- Family circumstances

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 with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The governors of St Johns are committed to continuous review of meeting the accessibility duties around access to information, curriculum and the physical environment - see the Accessibility Plan.

www.mexboroughstjohn.co.uk

Section 6: Partnership with Parents/Carers

6.1 Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEN, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support and ensuring this is accessible to them;
- producing an SEN Information Report that will be published on the school website;

6.2 Underlying everything stated in this policy is the school's belief that a pupil's educational needs will be most adequately met only with the full support of his or her parents. Therefore the school will consult with parents at every change of circumstances. The school can also provide parents/carers with information about the Parental Partnership Services or other appropriate support services.

6.3 The school welcomes parents into school as a matter of course and there are many opportunities for informal and formal meetings to take place. This ensures that all involved in the inclusion of a pupil are kept as well informed as possible. Our school operates an "open door" policy and parents are always welcome to make an appointment to meet with teaching staff or the SENCo. Our key policies are accessible via the school web-site or can be requested from the school office.

Section 7: Involvement of Children

7.1 Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and
- talk to us about their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

Section 8: Graduated approach to identifying if a child requires SEN Support (See SEN information report)

8.1 Whole school general Identification and Assessment

All our children's needs are identified and met as early as possible through:

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- following the Graduated Response by ensuring Quality First Teaching is in place for all pupils, putting in place timely and effective programmes of intervention and evaluating these at regular intervals to measure impact for the pupils in question
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

8.2 Identification, Monitoring and Evaluation

Once pupils have been identified as having a barrier to learning they are:

- Monitored for half a term while adjustments to Quality First Teaching are made.
- Recorded as School Support on the SEND register if these adjustments are above and beyond those required for children to access learning as part of everyday differentiation. These children should be able to access whole class learning once this support is in place.
- Recorded as Formal SEN on the SEN register if more specialised, targeted support and intervention is required for children to access learning at their level. These children will have personalised targets set

on a School Support Plan and will not necessarily be able to access all learning at the same level as their age related peers, even with support in place.

- The SENCO is informed by the classteacher when a pupil is identified as a cause for concern. A discussion with parents is also had at the earliest opportunity to discuss this concern, even if the child is not immediately placed on the SEN register.

8.3 General provision for all children using core school funding

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Learning is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.
- The whole school provision map enables us to:
 - plan strategically to meet children's identified needs and track their provision;
 - audit how well provision matches need;
 - recognise gaps in provision;
 - highlight repetitive or ineffective use of resources;
 - cost provision effectively;
 - demonstrate accountability for financial efficiency;
 - demonstrate to all staff how support is deployed;
 - inform parents, JMAT, the Local Authority, external agencies and Ofsted about resource deployment;
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

8.4 Examples of Curriculum Access and Provision

We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes, developed to meet the needs of the individual
- targeted additional adult group and, where appropriate, individual support

- differentiation of curriculum resources
- **SMART** target setting on School Support Plans and Formal SEN Support Plans.
- emotional care, friendship and nurture groups, ran by our learning mentor
- personalised and specialist intervention programmes, overseen by the SENCO, delivered by teachers and TAs (as appropriate) and reviewed and evaluated regularly as part of the Assess, Plan, Do, Review cycle.

8.5 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning, drop-ins and lesson observations to assess the level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with the Family Support Worker and Education Welfare Officer (EWO) where appropriate
- regular pupil progress meetings about children's progress between teachers and SLT
- headteacher's report to parents and governors
- SENCo observation and work scrutiny of interventions
- open days between parents/carers and teaching staff
- provision tracker, reviewed and updated by teachers on a termly basis
- SEN reviews (see below)

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

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding, which is calculated based upon a formula agreed by schools locally. In line with national school funding and guidance set out by Doncaster, our school will deploy a minimum of £10,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement. This figure is a combination of Element 1 and Element 2 funding, with Element 2 making up £6000 of this figure.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires additional support, after a period of adjustments to quality first teaching, which have been deemed insufficient to allow pupils to access whole class teaching and learning. Meetings and information sharing with parents will occur at every stage of the graduated response process.
- additional SEN support will be put in place at a classroom level, in order to support the child to access whole class teaching and learning. Pupils in need of this will be categorised as School Support on the SEN register.
- if pupils are still unable to attain and progress as a result of this additional support, more specialised intervention will be put into place to enable children to access teaching and learning at their level. These children will be categorised formally as SEN on the SEN register.
- we will agree SMART targets on a School Support Plan that are reviewed termly with parents and their child as appropriate. If the child has significant SEN and we feel there may be need for Statutory Assessment, we will set this out on an SEN Support plan, which will set desired longer term goals, as well as short term targets. All targets will be set with the involvement of children and parents, the classteacher, SENCo and any other professionals involved with the educational provision for that child.
- children will have targets they can understand;
- our SSPs and SEN Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- Support Plans are reviewed every 12 weeks by the class teacher, SENCo, parent/carers and the child (where appropriate). External agency professionals will also be present, if they have bene working with or advising school about the child. Review dates may be changed if deemed more appropriate for the needs of the child
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8.7 Movement on the SEN register

Where the child's class teacher, SENCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

The SENCo will keep a termly record of pupils moving on and off the SEN register, to provide a whole school overview and so the successful meeting of needs can be tracked, even once the pupil has been removed from the SEN register.

Section 9: Request for statutory education, health and care assessment

9.1 For some children with SEN, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. When specialist equipment/resources or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support up to £10,000 per year for each individual child, as stated above.

9.2 For some children, additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted. A costing plan and provision plan will always be submitted with this request, in order to outline the level of provision required for a child in order for them to be able to make progress, and the cost to school to achieve this. The cost must be in excess of £10,000 per year for an Education, Health and Care Plan to be deemed necessary. Children whose provision is less than this, have their provision funded from a combination of Element 1 and Element 2 of the school budget, as outlined above.

9.3 Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Section 10: Statement of Special Educational Needs or Education Health and Care Plan

10.1 Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEN Support, as outlined above and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 11: Management of SEND within our school (See SEN Information Report)

11.1 General

The Head of School/Executive Head and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners.

The SENCO attends Rotherham LA SEN/Inclusion network meetings each term and regular local meetings with schools within JMAT.

Feedback is given to staff at staff meetings in order to ensure staff are informed of change and updates.

11.2 Special Educational Needs Coordinator (SENCO)

Our SENCO will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school and will hold the SEN Accreditation Award.
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEN support from the school's delegated budget, children in receipt of High Needs funding, with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEN
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN
- liaise with parents of children with SEN, in conjunction with class teachers

- contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development
- review and revise learning and wider outcomes on SSPs and formal SEN Support Plans.
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEN or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEN
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for children with SEN
- liaise closely with a range of outside agencies to support vulnerable learners
- review the school's SEN policy and SEN Information Report annually.

11.3 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff. All teachers are teachers of SEN pupils and should ensure they receive quality first teaching every day. Under no circumstances should pupils with SEN be viewed as the responsibility of the support staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEN support;
- be responsible for meeting special educational needs in their classrooms, under the guidance of the SENCO
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

11.4 Support Staff

- HLTA/ TAs are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO.

- we deploy our HLTA/TAs depending on their level of experience and knowledge of specific children, needs or interventions.
- our HLTA /TAs are most effective when the support they give is focused on the achievement of specific outcomes, guided and supported by the classteacher.
- HLTA /TAs can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.
- The learning mentor is responsible for delivering nurture groups and supporting pupils with specific SEMH difficulties on a 1:1 or group basis.

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

Where a child has medical needs a meeting is held with the parents/carers and relevant health professional and a health care plan is put in place. The Supporting Children with Medical Conditions Policy is available to access on the school web-site: www.mexboroughstjohn.co.uk

Section 13: Effective Transition

We recognise that transitions between schools and classes can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

13.1 If a child is joining us from another school:

- If a child would benefit from a book/passport to support them in understanding moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.
- Children will be able to visit our school and stay for taster sessions, if this is appropriate.
- We will request all relevant paperwork relating to a child's SEN and will request to be part of their SEN review from the Spring term before

they move or as timely as possible for pupils moving in the middle of a school year.

13.2 If a child is moving to another school (including to Y7):

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for the child/children in question.
- Whenever possible, visits will be arranged to the receiving school for the child, prior to the move.
- We will make sure that all records about the child are passed on as soon as possible.
- If a child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.
- Staff from the receiving school will be invited to attend reviews from the Spring term onwards, or as timely as possible where the move is in the middle of a school year.

13.3 When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and all relevant paperwork will be shared.
- During the final weeks of the school year the child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates.
- If a child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

Section 14: Admission Arrangements

14.1 No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

Section 15: Accessibility and Exam Access arrangements

15.1 Where applicable, school will make applications for access arrangements in Key Stage 1 and 2 assessments following the current DFE guidance.

15.2 The school has an Accessibility Plan, which can be found on our website. www.mexboroughstjohn.co.uk

Section 16: Storage of records

16.1 Documents are stored in line with the Information Management policy and the Data Protection Policy. Confidentiality will be maintained by all school staff in line with the Confidentiality Policy.

Section 17: Complaints

17.1 If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Head of School or Executive Head. The Governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (*see separate Complaints Policy*)

Section 18: Review of this policy

18.1 The SEN Policy is a working document and will be reviewed annually to assess its effectiveness as will the documentation associated with SEN and inclusion procedures. This will take place through a whole staff and governor consultation.

The success of the policy will be evaluated alongside the following criteria:

- Are all the pupils in school with SEN identified?
- Is this being done early enough?
- Are all the resources necessary to meet the needs of the pupils being provided?
- Is the curriculum differentiated appropriately to meet the full range of needs?

- Is sufficient monitoring and reviewing of targets for pupils taking place?
- Is enough being done to keep parents informed?
- Is appropriate use being made of outside agencies?
- Are pupils with SEND being successfully educated alongside their peers?
- Are staff familiar with the SEND policy and procedures?

18.2 Any complaints about special education provision within the school will be dealt with by the Headteacher. If this does not resolve the problem, the chair of governors will be called upon. If this fails, the academy will be asked to arbitrate.

Section 19: Other key members of staff in our school

Designated Safeguarding Lead:

Mr Adam Minor

Deputy Safeguarding Lead:

Mrs Sarah Littlwood (Deputy/SENCO)

Mrs Lisa Loftus (Pastoral Support Worker/attendance)

Pupil Premium Co-ordinator:

Miss Jean Hollingsworth

Designated teacher for Looked After Pupils:

Mrs Sarah Littlwood (Deputy/SENCO)

Section 20: 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

Parent Partnership Service: Contact number 01302 736920 or email saidsend@doncaster.gov.uk A leaflet can be found in school reception.

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 dcr@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 jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Section 21: Doncaster Local Authority's Local Offer

<http://www.doncasterchildrenandfamilies.info/disabilities.html>