

# SCAWSBY JUNIOR ACADEMY



## SEN/D & INCLUSION POLICY

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)

PERSONS RESPONSIBLE FOR POLICY:	Mrs S Lindley: ACTING HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS
---------------------------------	---

SENCO:- Mrs N Miller      Inclusion Manager- Mrs K McKie

Date of previous Policy -	September 2022
Updated policy-	September 2023

## **CONTENTS**

Section 1: Main contacts and Policy details (See above)

Section 2: Legislative Compliance

Section 3: Our School Profile and School Values

Section 4: Aims and Objectives of this Policy

Section 5: Definitions of SEND and of Disability

Section 6: Graduated approach to identifying whether a child should be in receipt of SEND Support

Section 7: Request for statutory Education, Health and Care needs assessment

Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)

Section 9: Management of SEND within our school

Section 10: Partnership with Parents/Carers

Section 11: Involvement of Children

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: Supporting pupils with EAL

Section 19: Supporting more able pupils

Section 20: Other key members of staff in our school

Section 21: Links with Other Services

*NOTE: Child/ children are used throughout to refer to children and young people unless a quote e.g. from the Code: individual schools should adapt as necessary*

## **Legislative Compliance**

### **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 May 2015). 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
- 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
- National Curriculum 2014

2.2 Our school has separate policies in place for example:  
Safeguarding  
Equality  
Anit-Bullying

Policies can be found:

<https://www.saltersjun.doncaster.sch.uk/about-us/policies-and-statutory-requirements/safeguarding>

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

<https://www.saltersjun.doncaster.sch.uk/extra-curricular/dfc-requirements-including-pupil-premium-and-sen>

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-guide-for-parents-and-carers>

### **Section 3: Profile and Values**

#### **3.1 Our School Profile**

Scawsby Junior Academy is a mainstream school located in Scawsby which is towards the north of the town of Doncaster, South Yorkshire. The building, surrounded by ample playing fields and sharing a site with its feeder infant school, was erected in the early 1960's. It contains twelve classrooms, four year groups and a pupil population of around 360.

The school serves a local community of mainly private housing but also draws approximately 60% of its number on roll from out-of-catchment districts. This popularity leads to occasional over-subscription of places and classes are generally sized around thirty pupils. There are no mixed age classes.

#### **3.2 Our School Values**

At Scawsby Junior Academy we are 'striving for excellence' and aim to provide positive everyday experiences that enable our children to reach their full potential. All children have the right to learn and work in a safe environment and to be treated fairly.

We seek to support and lead children towards high self-esteem and self-discipline. We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievements. This occurs when positive, good relationships are formed and high, consistent expectations of good behaviour are clearly set.

We support children in acquiring and practising self-discipline and the necessary skills to enable them to make the right choices in their actions and all are responsible for supporting the rights of others and ourselves

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving 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 pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
  -

## **Section 4: Aims and Objectives of our approach to SEND**

### 4.1 We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how

- meet our statutory duties

#### 4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs & Disabilities Co-ordinator (SEND Co) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEND and of Disability**

### **5.1 SEND Definition**

A child or young person has 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 and all relevant and purposeful interventions and strategies being in place.

### **5.2 Communication and Interaction (C and I)**

Children with speech, language and communication needs (SLCN) 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 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 with Social Communication Difficulties or Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, 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
- 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.

### 5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior 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 SEND.

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).

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.



## 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.

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 SEND. 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 SEND 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

## 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 SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

## **Section 6: Graduated approach to identifying if a child requires SEND Support**

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

### ***‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)***

*“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”*

### ***SEN Code Of Practice (2014)***

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

### **SEN Code of Practice 2014**

#### **6.1 STAGE 1 - Well-differentiated, quality first teaching, including, where appropriate, the use of low level, short term interventions. All vulnerable learners to be represented on a whole-school provision map.**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to low level interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with Special Educational Needs (SEN).
- All vulnerable learners will be represented on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Discuss pupils’ needs through meetings with inclusion team to monitor and support, benefitting through the specialisms they have.
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches need which will determine whether they adapt or progress in the activity. The use of evidence and feedback will be used alongside the child’s targets to measure the level of progress they have made.
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources. Adapt provisions to cater to the pupils’ needs.
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed

- Inform parents, LEA (Local Education 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.
- Providing an action plan and to provide staff CPD to develop practice within school.

## 6.2 Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including baseline assessments and KS1 results.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- tracking the provision for all vulnerable learners and the impact of this provision
- Involving an external agency where it is suspected that a special educational need is significant to complete a more in-depth assessment and to provide strategies to support.

## 6.3 Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- low level, short term intervention programmes for academic and social emotional support
- individual class support where needed
- guided group work
- individual withdrawal for a short term piece of targeted work
- bilingual support/access to materials in translation
- further differentiation of resources
- homework/learning support club
- target setting
- booster intervention groups

- emotional care, friendship and support groups
- co-ordination and handwriting support groups

#### 6.4 Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) / Inclusion Manager and other senior leaders.
- ongoing assessment of progress
- work sampling
- scrutiny of planning
- informal feedback from all staff
- pupil and parental questionnaires
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about pupils' progress between teachers and the head teacher with vulnerable pupils highlighted
- head teacher's report to parents and governors
- SEN Information Report published on school website

#### 6.5 Stage 2 Additional SEN Support

- The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEND support to replace School Action and School Action Plus from September 2014. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be tracked through school data systems)
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list may need to apply for a multi-disciplinary assessment process in order to consider the need for an Education Health and Care Plan as well as additional High Needs funding. For this, an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case

where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and planned outcomes for the pupil.

- Pupils that are receiving support that is *additional to* or *different from* the differentiated curriculum plan in place as part of provision for all children will be given targets that are reviewed termly (on an SEN Support Plan (SSP))
- Our approach to SSPs is as follows:
  - Our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Targets will address the underlying reasons why a pupil is having difficulty with learning
  - Our SSPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
  - Our SSPs will be based on informed assessment and will include the input of outside agencies where appropriate,
  - Our SSPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
  - Our SSPs will be time-limited – at termly review, there will be an agreed “where to next?”
  - Our SSPs will have a maximum of five SMART targets
  - Our SSPs will specify how often the target(s) will be covered
  - Our SSPs will state what the learner is going to learn
  - Targets for an SSP will be arrived at through :
    - Discussion, wherever possible, with parents/carers, teachers, support staff and the pupil
    - Discussion with another professional as appropriate
    -

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 SEND Support

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

For some children with SEND, 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 or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no SEND 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.

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.

## **Section 8: Statement of Special Educational Needs or Education Health and Care Plan**

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 SEND Support*** 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 January 2015

## **Section 9: Management of SEND within our school**

### **9.1 General**

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENCo). The SENCo is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENCo where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **9.2 Head teacher**

The Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

## **9.3 Special Educational Needs and Disabilities Coordinator (SENCo)**

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

- Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 years of appointment.
- 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 SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with SEND
- liaise with and advise teachers and other classroom / targeted support staff



- manage the records on all children with SEND
- liaise with parents of children with SEND, 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
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND 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 SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

#### 9.4 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.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Head teacher;
- 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.

#### 9.5 Learning Support/Teaching Assistants

- LSA/TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo.
- we deploy our LSA/TAs depending on their level of experience.

- our LSA/TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/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.

## **Section 10: Partnership with Parents/Carers**

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 SEND, 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;

providing all information in an accessible way for parents with English as an Additional Language;

producing an SEND Information Report that will be published on the school website; and

publishing information about the Pupil Premium (expenditure & impact) on the school website.

## **Section 11: Involvement of Pupils**

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 SEND Support Plan; and  
create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

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

Please contact the school office to arrange a meeting with the school SENCO to discuss and medical concerns.

## **Section 13: Effective 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, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

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 Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.

From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood

A transition timeline will be produced and shared with the family.

For children with an Education Health & Care Plan in transition years, the SENCo will also attend any Annual Reviews for the children at their feeder school if invited.

#### **Section 14: Admission Arrangements**

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: Exam Access arrangements**

<https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

The school follow the DFE guidance. All access arrangements will be clearly evidenced within SSP's and plans.

#### **Section 16: Storage of records**

School recognises the importance of managing records to comply with legal and regulatory obligations in order to maintain effective management. All staff understand that GDPR is their responsibility and to comply with GDPR regulations, such information is stored securely and is kept, only if it is deemed necessary: to support evidence of performance and accountability. This will

only be stored for a maximum of 3 years and any documents that need to progress onto the secondary placement will be securely transferred to the new school.

*Alternatively, 'GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent' (DPA, Part 2,18; Schedule 8, 4)*

## **Section 17: Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND 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: Inclusion of Pupils with EAL**

### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

## Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

## Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve the acquisition of English: this will be provided through a high quality, differentiated, inclusive curriculum and, where appropriate, some withdrawn individual/group work.

The following provision can be expected:

- initial assessment of EAL (using an appropriate assessment tool- eg. NASSEA EAL Assessment System or QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2)
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both initial assessments and against National Curriculum indicators. Where accelerated progress in

English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Manager / SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

### **Inclusion of pupils who are looked after (Children in Care)**

Our school recognises that:

- Children who are looked after in local authority care (Children in Care) have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school

- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children in Care which promotes the educational needs of Children in Care and monitors admissions, PEP completion, attendance & exclusions.

### **Section 19: Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

For further information about our provision for pupils who are gifted and/or talented, please see our Gifted & Talented Policy.



## **Section 20: Other useful contacts**

Name of Designated Teacher with specific Safeguarding responsibility :

Mrs K McKie

Name member of staff responsible for managing PPG/LAC funding : Mrs K McKie

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils : Mrs McKie

## **Section 21: Links with Other Services**

All services contribute to Doncaster's SEND Local Offer. This website is regularly updated and has all contact details and information regarding these services.

Effective working links are maintained with...

Educational Psychology Service: Contact number: 01302 737291 or email [psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)

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

Saidsend (Parent Partnership Service): tel: 01302 734951 email: [saisend@doncaster.gov.uk](mailto:saisend@doncaster.gov.uk) facebook: [www.facebook.com/donsaisend](http://www.facebook.com/donsaisend)

Attendance & Pupil Welfare Service: tel: 01302 736504 email: [welfare.service@doncaster.gov.uk](mailto:welfare.service@doncaster.gov.uk)

Virtual School for Children in Care: Contact number: 01302 737242 Website: <http://www.doncaster.gov.uk/services/schools/virtual-school-forchildren-and-young-people-in-care-education-service>

Children with Disabilities Team: Contact number: 01302 734100 or email: [General.Enquiries@dcstrust.co.uk](mailto:General.Enquiries@dcstrust.co.uk) Website: <https://www.doncasterchildrenstrust.co.uk/how-we-can-helpyou/children-disabilities>

Education Standards & Effectiveness Officer – SEN/D: Website: <http://www.doncaster.gov.uk/services/schools/education-standandsand-effectiveness>

Ethnic Minority And Traveller Achievement Service (EMTAS): (01302) 734225 or by Email: [emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

Links with other schools

The Academy is part of a Multi-Academy Trust named 'The Rose Learning Trust'. Currently there are eight other schools in our MAT including; Woodfield Primary, Balby Central Primary, Owston Academy, Crowle Primary Academy, Lakeside Primary and Hatchell Wood Primary Academy and Richmond Hill Primary Academy. Being part of a Multi-Academy Trust enables staff and SENCOs to share their expertise and maximise effective practises for better outcomes for our children. SENCOs from all schools meet at least four times per year to share news and procedures related to SEND.

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

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