



SEND Policy



Status	Statutory
Responsible Board	Directors Board
LGB	Full Governing Board
Responsible Persons	Sarah Proctor
Date Policy Agreed	June 2019
Last Review Date	March 2022
Next Review Date	March 2023

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Section 1: Main Contact details

Name and contact details of the Head teacher: Sarah Gallacher

Name and contact details of the SEND Co-ordinator: Sarah Proctor

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
- Relevant National Curriculum frameworks/ document

<https://www.gov.uk/government/collections/national-curriculum>

<https://www.gov.uk/.../early-years-foundation-stage-framework-2>

2,2 Our school has separate policies in place for:

- Child protection
- Anti-bullying
- Assessment
- Accessibility
- Intimate care
- Managing medicines



- Behaviour

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

www.rosedale.doncaster.sch.uk

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/.../send-guide-for-parents-and-carers>

Section 3: Profile and Values

3.1 Our School Profile

Rosedale Primary School is a mainstream school for pupils age 3 to 11 years.

There is a one-form entry and classes are organised in mixed abilities. All classes are staffed with a teacher and a minimum of one-Learning Support Assistant.

3.2 Inclusive Practice.

Rosedale Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Rosedale Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners



3.3 Our School Values

In and out of school you should always act with kindness and try to uphold our school values:

- We focus on learning with reading at the heart of everything we do
- We care for each other and always show respect
- We are inclusive
- We enjoy school life
- We trust all members of our school community
- We foster a love of the outdoors
- We show bravery in everything we do

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to

- To develop a whole school approach for those children with special educational needs that ensures continuity, consistency and inclusion. Every child has an entitlement to access to the full curriculum and the needs of each individual child are to be recognised and met using a variety of approaches.
- To discuss with parents at every stage, to keep them informed and to encourage full parental partnerships.
- For children to be involved in decisions related to their learning and schooling at the appropriate age for each individual child.
- To give all children access to a broad and balanced curriculum, which recognises each small step in their progress.
- To maintain full access to all areas of the school, the curriculum and educational visits through the use of current and any future adaptations to the school building and adaptations to the curriculum.
- To ensure, within the resources available to the school, the best provision in order to assess and meet special educational needs whilst liaising with parents, the LEA and other relevant agencies.
- 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 SEN 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 Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- 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 SEN and of Disability

5.1 SEN 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.

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 SEN 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 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
- 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

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 SEN

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 SEN:

- 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 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

Section 6: Graduated approach to identifying if a child requires SEN Support

In order to help children who have special educational needs the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

6.1 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

regular pupil progress meetings to identify pupils at risk of underachievement.

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.

6.2 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.

Language acquisition 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, 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.

6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- teachers differentiate learning activities as part of quality first teaching
- short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- **SMART** target setting
- booster intervention groups
- emotional care, friendship and support groups
- Forest schools programmes
- Learning mentor programmes
- support to participate in the life of the school

All children are encouraged to attend a wide range of extra- curricular activities. Additional access arrangements can be made to accommodate specific needs.

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and 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 Education Welfare Officer (EWO) where appropriate
- regular meetings about children's progress between teachers and the head teacher
- head teacher's report to parents and governors

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 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEN provision at this level. 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, 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.

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 SEN Support;
- additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (SSP));
- children will have targets they can understand;
- our SSPs 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;
- we will use the latest LA's guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their SSP;
- our SSPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our SSPs will have a maximum of four SMART targets;
- targets for an SSP will be arrived at through:
 - discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - discussion with other practitioners as appropriate
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) and other senior leaders;
- our SSPs will be time-limited – at termly review, there will be an agreed "where to next?";
- our SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

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

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

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 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 £6,000 per year for each individual child. 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.

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 SEN Team before a request is submitted.

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's education, health and care needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists they may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LA will consider the case for a statutory assessment of the child's education, health and care needs. The LA may decide that the degree of the pupils learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health and Care Plan.

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 SEN 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 2014.

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 Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEN 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 ensure that where SEND exists, the policy is implemented.

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 Coordinator (SENCO)

The SENCO/Inclusion manager will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school. If the SENCO has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three 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 SEN 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 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
- 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

9.4 Class 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 SEN 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/HLTAs are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO.
- we deploy our LSA/HLTAs depending on their level of experience.
- our LSA/HLTAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/HLTAs 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 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;

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

producing an SEN 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 Children

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

Where children have a medical need a care plan will be produced in consultation with the child, the parents and relevant members of staff.

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 SEN this may include additional familiarisation visits, 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 SEN or an Education Health and Care Plans at their statutory Annual Reviews.

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

The school can apply on behalf of a pupil with SEND for additional arrangements to enable them to take part in the end of Key stage SATs. Access arrangements may include:

- Additional time
- The use of a scribe or reader.
- A transcript of the child's writing if the marker would find it difficult to read.
- Adaptations to the text eg enlargement.

Eligibility may be considered if:

- A child has a statement or EHCP
- A child has EAL and has limited fluency in English
- A child has a learning difficulty or disability which hinders access to the test.

Section 16: Storage of records

The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and are available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made. Records will be stored securely in line with data protection recommendations and strict adherence to the school's confidentiality procedures. Where records are transferred to a receiving school they must be done so promptly and a signature must be obtained to acknowledge receipt.

Access to documents must be requested through a member of the senior leadership team.

Section 17: Complaints

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 teacher. 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*)

Governor with responsibility for SEND: Mrs P Haith

Section 18: Other key members of staff in school

Name of Designated Teacher with specific Safeguarding responsibility: Sarah Gallacher

Name member of staff responsible for managing LAC funding: Sarah Proctor



Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Sarah Proctor

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

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

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

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

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

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