Sunnyfields Primary School

Strong Roots, Bright Futures

Special Educational Needs and Disability (SEND) Policy

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Main contact details and policy key dates

Name and contact details of the Head teacher:

Mrs K Hutton (Headteacher)

01302 780386

Kimberley.Hutton@sunnyfields.doncaster.sch.uk

Name and contact details of the SEND Co-ordinator:

Miss K Brownson 01302 780386

Katie.brownson@sunnyfields.doncaster.sch.uk

Legislative Compliance

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:

- Children and Families Act 2014 (Part 3) – Duties relating to children and young people with SEND.
  https://www.legislation.gov.uk/ukpga/2014/6/part/3
- SEND Code of Practice: 0 to 25 years (2015) – Guidance on the identification and support of children and young people with SEND
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.
- Equality Act 2010 and DfE Advice for Schools – Duties to eliminate discrimination, advance equality of opportunity, and foster good relations
  https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools.
- Supporting Pupils at School with Medical Conditions (Statutory Guidance, 2014) – Duties for schools and early years providers to support pupils with medical needs
  https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3.

- Ofsted Education Inspection Framework (EIF, updated 2019) – Statutory framework for inspection of schools and early years providers
  https://www.gov.uk/government/publications/education-inspection-framework.
- Teachers' Standards (2012) – Professional standards and conduct requirements for qualified teachers in England
  https://www.gov.uk/government/publications/teachers-standards.
- National Curriculum in England (2014, with subject updates) – Statutory programmes of study for Key Stages 1–4, including inclusion requirements
  https://assets.publishing.service.gov.uk/media/5a7db9e9e5274a5eaea65f58/Master_final_national_curriculum_28_Nov.pdf.
- National Inclusion Statement – Ensures access and equality of opportunity for all learners
  https://www.durham.gov.uk/article/2933/National-curriculum-and-inclusion.
- Early Years Foundation Stage (EYFS) Statutory Framework (2025) – Legal requirements for learning, development, and care for children from birth to five
  https://www.gov.uk/government/publications/early-years-foundation-stage-framework

Our school has separate policies in place for:

Safeguarding
Anti Bullying
Behaviour
Complaints
E-safety
Educational Visits
Exclusion
EYFS
First Aid
Inclusion
Health and Safety
Intimate care
Looked after Children
Managing medicines and medical needs
Relationships and health
Safer recruitment
Teaching and Learning.

Our SEND Information Report sets out how we are implementing our SEND Policy

and meeting our duties under the Equality Act 2010.

http://www.sunnyfields.doncaster.sch.uk

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

SEND: guide for parents and carers - GOV.UK

Profile and values

Our School Profile

The school is a mainstream school and is an average-sized primary with 301 pupils on roll. Children attend our nursery from 3 years old with the provision for early starters. There are 10 classes in total ranging from Nursery to Year 6. We currently have five mixed classes in school.

Our School Values

Sunnyfields is an inclusive primary school that develops every individual to ensure that we achieve 'Excellence and Enjoyment in Everything we do'. We develop pupils to be good communicators, independent learners, resilient individuals and good problem solvers. We encourage collaborative partnerships and develop individual's creativity. We have a climate of mutual respect with every individual valued in school.

We value fun, challenge, kindness and politeness.

- 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.

Aims and Objectives of our approach to SEND

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.

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 Co-ordinator(SENCO) 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.

Definitions of SEN and of disability

SEND Definition

The SEND Code of Practice states that all children should have access to 'high quality teaching that is differentiated and personalised, which will meet the individual needs of the majority of children and young people.

Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families James Montgomery Academy Trust (RTP) Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

There is no hard and fast threshold of need which determines if and when a child has Special Educational Needs (SEND) The Code of Practice breaks down SEND into four broad areas:

- Communication and Interaction needs.
- Cognition and Learning difficulties.
- Social, Emotional and Mental Health Difficulties.
- Sensory and or Physical needs.

The SEND Code of Practice: 0 to 25 years (2015 statutory guidance, still current) defines four broad areas of need (Chapter 6, paragraph 6.28 onwards). These are not categories of children, but help schools and settings plan provision.

Here's how they are defined:

1. Communication and Interaction (C&I)

- Difficulties in communicating with others.
- May include problems with speech, understanding language, or using social rules of communication.
- Includes children with speech, language and communication needs (SLCN), and those with autism spectrum disorder (ASD), including Asperger's syndrome.

2. Cognition and Learning (C&L)

- Learning at a slower pace than peers, even with appropriate differentiation.
- May include difficulties in understanding, organisation, memory, or skills such as literacy and numeracy.
- Covers a range from moderate learning difficulties (MLD) to severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).
- Also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest 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
- depression
- self-harming
- substance misuse
- eating disorders
- 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.

4. 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 may be:

- Vision impairment (VI).
- Hearing impairment (HI).
- Multi-sensory impairment (MSI).
- Physical disability (PD).
  Many children and young people with a physical disability also require additional ongoing support and equipment to access all the opportunities available to their peers.

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 school is accessible to pupils with a disability. Where access to upstairs classroom is not possible, alternative arrangements will be made.

Children with specific circumstances

Children who are Looked After, previously looked after and adopted children

Sunnyfields recognises that a proportion of these children may have SEND requirements. The school must appoint a designated teacher for children who are Looked After.

The designated teacher has responsibility for promoting the educational achievement of children who are currently in local authority care, those who have left care through adoption, special guardianship or child arrangement orders and those who were adopted from care. The designated teacher must have appropriate training and the relevant qualifications and experience.

English as an Additional Language (EAL):

Sunnyfields gives particular care to the identification and assessment of the SEND of children whose first language is not English. Sunnyfields appreciates that a lack of ability in English is not equated with learning difficulties. At the same time, when children who have EAL make slower progress it should not be assumed that their language status is the only reason.

We will look carefully at all aspects of a children's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

Children with Special Educational Needs and Disabilities (SEND) and safeguarding

The DfE and NSPCC highlight the additional safeguarding challenges for children with SEND including:

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability.
- Higher risk of peer group isolation.
- Disproportionate impact of bullying.
- Difficulties with communication and interaction.

In addition to the above it is also acknowledged that Sunnyfields should consider extra pastoral support for children with SEND and disabilities to overcome the above challenges.

In terms of the use of 'reasonable force/ positive handling' Sunnyfields recognise the additional vulnerability of children with SEND and medical conditions. By planning positive, trauma informed and proactive behaviour support, for instance through

individual behaviour plans for more vulnerable children, and agreeing them with the child, their parents and carers, we aim to reduce the occurrence of challenging behaviour and the need to use positive handling which is always a last resort.

Graduated approach to identifying if a child requires SEND support

At Sunnyfields Primary School, we follow the graduated approach to support children and young people with special educational needs and disabilities (SEND).

This approach uses assessment over time and provides a clear, structured framework for identifying and meeting needs at every level. It ensures that all staff adopt a comprehensive and consistent approach to support, with high-quality teaching, differentiated for individual pupils, forming the first step in responding to those who have, or may have, SEND, in line with the SEND Code of Practice (2015, paragraph 6.37)**.**

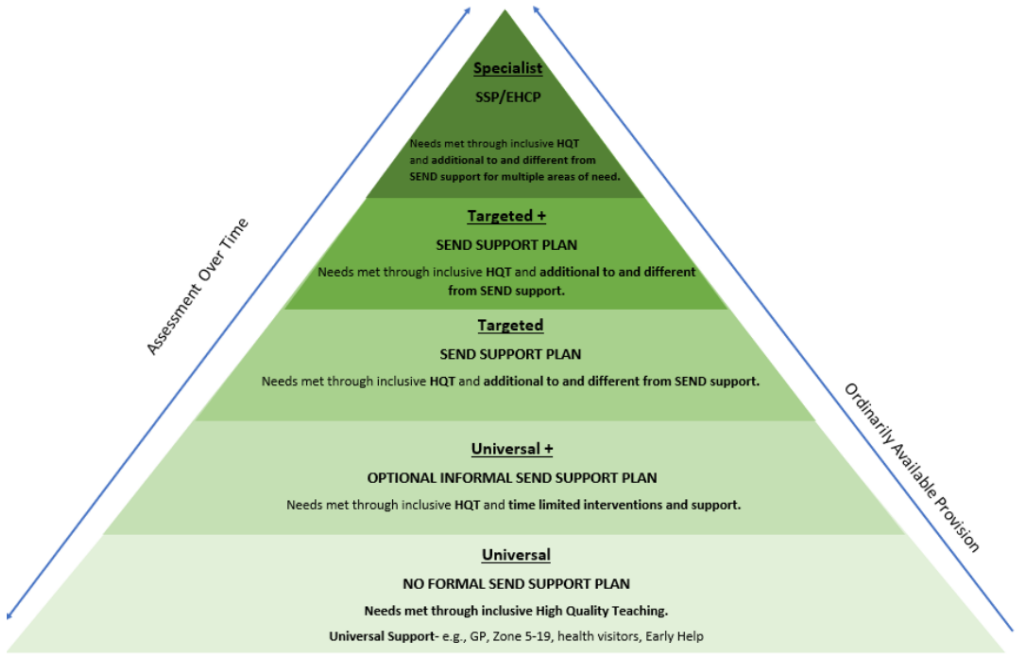
Addition to the SEND Register

In line with the SEND Code of Practice (2015), identification of SEND is a collaborative and graduated process. Following a person-centred discussion between the child's family, the class teacher, the SENCo and, where appropriate, the child, and having considered the graduated approach (Assess–Plan–Do–Review), a decision may be made to place a child on the SEND Register under SEND Support.

Parents/carers will be formally notified in writing when their child is added to the SEND Register, in accordance with statutory requirements. The confirmation letter will clearly outline the child's identified primary area of need and SEND category. It will also include links to the Doncaster Local Offer, the school's SEND Policy, the SEND Information Report, and information explaining the role of the SENCo.

This process reflects our duties under the Equality Act 2010 to make reasonable adjustments and prevent discrimination, and upholds the principles of the UNCRC and UNCRPD by ensuring children and families are informed, involved and empowered in decisions affecting them.

Access to additional support is equitable and follows the cycle of Assess, Plan, Do, Review**,** taking into account the child or young person's views and involving information from parents, carers, and professionals. The graduated approach is integral to our Local Offer, with interventions and support determined according to graduated levels of need.



Universal

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

Universal +

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

Targeted

In addition to inclusive High Quality Teaching and provision at Universal + Level, some children and young people may require additional to and different from support in order to secure effective learning and increase the rate of progress. This includes

targeted support services to improve individual outcomes. eg Educational Psychology Service, Speech and Language Therapy, Early Years Inclusion Team.

Targeted +

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

Specialist

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

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

Some children and young people may have needs identified at a Specialist Level using The Needs Descriptors for one or more areas of need. It may be unclear whether these needs are likely to be long lasting and, in such cases, a child or young person's needs are likely to be adequately met with provision and cycles of Assess, Plan, Do, Review outlined in a SEND Support Plan. Specialist levels of funding can be accessed without an EHCP.

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

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

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

Local High Needs Funding

At Sunnyfields Primary School, Local High Needs Funding (LHNF) is used to support children whose special educational needs require provision beyond what the school can ordinarily provide. LHNF provides additional funding to cover the cost of interventions and support that exceed the first £6,000 allocated from the school's Notional SEN Budget**,** including provision beyond high-quality teaching and reasonable

adjustments. Access to LHNF is for children whose needs meet Targeted+ or Specialist level descriptors**,** ensuring that funding is directed to pupils with the highest levels of need. Full details of the needs descriptors can be found:Complete set Needs Descriptors V1.1 31.1.25.pdf

Early Years Intervention Allowance

At Sunnyfields Primary School, we may apply for Early Intervention Allowance (EIA) funding to enhance staffing ratios and provide direct support to individual children or small groups. EIA funding is awarded when a child requires provision that is additional to, or different from, the school's usual universal offer, particularly for children with more complex SEND. This ensures that pupils with higher levels of need receive targeted support to access learning and fully participate in school life.

Whole school general Identification and Assessment

All of 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.
- 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.
- Home visits (particularly in the EYFS).
- Information passed on from Childcare settings.

Cause for Concern Procedure

Where a member of staff identifies that a child may require provision that is additional to or different from high-quality, inclusive classroom teaching, or where advice or support from the SENCo is required, a Cause for Concern form will be completed and submitted to the SENCo.

The SENCo will review the information as part of the graduated response, record agreed next steps, and share these with relevant staff members to ensure a

coordinated and consistent approach. Documentation will be stored within the child's online records in line with data protection requirements.

This procedure ensures early identification and intervention, promotes inclusive practice, and supports our duty under the Equality Act 2010 to anticipate need and make appropriate reasonable adjustments.

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 Attendance lead- Mrs N Gatt
- regular meetings about children's progress between teachers and the head teacher head teacher's report to parents and governors.

Pupil Voice and Participation

Every child has a right to be heard. Pupil voice plays an active role in planning, reviewing and evaluating support. Staff gather pupils' views through observations, conversations, child-friendly Support plan reviews, visuals and informal discussions.

These views directly inform the setting of individual targets, ensuring they reflect the pupil's aspirations, interests and preferred ways of learning. When reviewing provision, the school considers how well pupils feel supported, whether strategies are helping them and whether adjustments to the environment or teaching approaches are needed.

Pupils are encouraged, where appropriate, to contribute to their support plans (Child friendly support plans) and attend parts of review meetings.

Review Meetings, Communication and Monitoring

Parents/carers and staff work in partnership to plan and review support using the Graduated Response. For pupils receiving SEND Support, review meetings are typically held at least termly, though more frequent reviews may take place depending on need. For pupils with an Education, Health and Care Plan (EHCP), there is an Annual Review in line with statutory requirements, alongside interim reviews where needed.

A typical review meeting will include a discussion around:

- pupil and family views
- current progress
- updated targets and agreed strategies
- any referrals, actions, or professional input required

Teachers and the SENDCo maintain ongoing communication through emails, phone calls, or face-to-face conversations. Class teachers carry out day-to-day monitoring of progress and provision, with the SENDCo overseeing the strategic implementation of support across the school.

Referral Routes and Involvement of External Professionals

Where staff or parents/carers have concerns that a child may have additional needs requiring specialist assessment or support, the SENDCo coordinates the referral process. Referral routes may include:

- Speech and Language Therapy (SaLT)
- Educational Psychology (EP)
- Occupational Therapy (OT)
- Community Paediatrics
- CAMHS or mental health support services
- Specialist advisory teaching services e.g HI team, VI, team, ASCETS (e.g., ASD, Hearing Impairment, Visual Impairment)

The SENDCo gathers relevant information including observations, work samples, assessments and details of interventions and discusses concerns with the family before submitting a referral. Once accepted by the service, professionals may observe the pupil, carry out assessments or deliver direct intervention. They typically provide a written report containing recommendations for teaching strategies, environmental adjustments, and/or therapeutic support.

Consent, Information Sharing and Use of Professional Reports

The school seeks explicit parental consent before making any referral to an external agency, unless there is a safeguarding requirement that overrides this. Parents/carers are informed about the purpose of the referral, what it involves, and how information will be used. Where a pupil is of sufficient age and understanding, their views are also sought.

Professional reports are shared with parents/carers and where appropriate, with relevant staff. Their recommendations directly inform the pupil's support plan, target-setting and provision. This may include adjustments to teaching approaches, implementation of specialist strategies, or participation in targeted interventions. The SENDCo ensures that all staff working with the pupil understand and apply these

recommendations consistently and that they are reviewed regularly to evaluate impact.

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 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.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND 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 SEND 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;
- we will use the latest LA's guidance on SEND Needs Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our provision maps will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their SEND Support Plans;
- our SEND support plans 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;
- Targets for SEND Support Plans 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 SEND Support plans will be time-limited – at termly or half termly review, there will be an agreed set of next steps and outcomes,
- our SEND Support plans 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.
- SEND Support plans are written by the class teacher in consultation and advice with the SENCo. These are reviewed termly with parents and new targets set.
- This is part of an ongoing staff development meetings where the graduated response is reviewed and assessed.

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.

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 and the child requires specialist support. 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.

Education Health and Care Plan

An Education, Health and Care Plan (EHCP) is a legal document outlined in the **SEND Code of Practice (0 to 25 years)** that sets out the support a child or young person with special educational needs or disabilities (SEND) requires to achieve their full potential.

An EHCP:

- Describes a child or young person's special educational needs (SEN).
- Details the education, health, and social care support needed to meet those needs.
- Specifies the outcomes the support is intended to help achieve.
- Is legally binding—local authorities and other services must deliver the support it outlines.

According to the SEND Code of Practice:

- A child or young person aged 0 to 25 may need an EHCP if they have:

  -A learning difficulty or disability that requires special educational provision beyond what is normally available in mainstream settings.

- This includes children who:

  -Struggle significantly more than peers in learning.

  -Have physical or mental health conditions that impact their education.

  -Require tailored support across education, health, and social care.

- Parents, schools, or professionals can request an EHC needs assessment from the local authority.
- If the assessment shows the child needs more support than a school or college can provide from its own resources, an EHCP is issued.

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.

Management of SEND within our school

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 will work in close partnership with the SENCo where a child may also have SEN.

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. A robust induction system in place for new staff.

Recording of Meetings

In accordance with the SEND Code of Practice and our commitment to transparent partnership working, all meetings relating to a child on the SEND Register — including those with families and external professionals — will be recorded within the meeting minutes section of the child's SEND Support Plan and added to their chronology.

For children who are not on the SEND Register, any SEND-related meetings will be recorded using the school's SEND Meeting template, shared with families and relevant staff, and saved within the child's online records.

This ensures accurate record-keeping, accountability, and shared understanding, while respecting the child's voice and the family's right to participate in decisions that affect them, as outlined in the UNCRC.

Annual SEND Information Pack

At the beginning of each academic year, families of children on the SEND Register will receive a SEND information pack to promote transparency, partnership and informed participation. This will include:

- Coffee morning dates for the academic year
- A copy of the Sunflower Curriculum (where appropriate)
- The school's SEND Policy
- The SEND Information Report
- A link to the Doncaster Local Offer

- Information outlining the role of the SENCo, including details of the Assess–Plan–Do–Review (APDR) process and the planned annual cycle of review meetings (indicative schedule)
- A letter confirming that their child is on the SEND Register, outlining their identified primary area of need and SEND category

This reflects our commitment to co-production with families, transparency of provision, and our statutory duties under the Children and Families Act 2014 and Equality Act 2010.

Staff Training and Access to SEND Support Resources

In line with the SEND Code of Practice (2015), all teachers are responsible for the progress and development of all pupils in their class, including those with SEND. The SENCo plays a key role in supporting staff through the provision of guidance, training, and access to high-quality resources, working in collaboration with the senior leadership team to ensure inclusive practice across the setting.

To support staff in meeting the diverse needs of children, the school provides access to a range of professional development materials, strategies, and intervention guidance linked to the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Staff are encouraged to engage with the Doncaster SEND Toolkit, which provides evidence-based strategies, practical classroom approaches, and targeted interventions to support inclusive teaching. The following resources are available to all teaching and support staff:

- Supporting Social, Emotional and Mental Health (SEMH) Needs Training and Resources: Removing Social, Emotional and Mental Health barriers - City of Doncaster Council

- Supporting Communication and Interaction Needs Training and Resources: Removing Communication and Interaction barriers - City of Doncaster Council
- Supporting Cognition and Learning Difficulties Training and Resources: Removing Cognition and Learning barriers - City of Doncaster Council
- Removing Sensory Barriers Training and Resources: Removing Physical and Sensory barriers - City of Doncaster Council

These resources are used to inform Quality First Teaching, targeted support, and the graduated approach (Assess–Plan–Do–Review). The SENCo will signpost relevant materials, provide additional training where needed, and support staff in implementing strategies effectively within the classroom.

This approach ensures that staff are equipped with the knowledge and skills to make appropriate reasonable adjustments, in line with the Equality Act 2010, and promotes inclusive, child-centred practice in line with the principles of the UN Convention on the Rights of the Child (UNCRC).

The impact of staff training and use of these resources is monitored by the SENCo and senior leaders to ensure improved outcomes for children with SEND.

Roles and responsibilities of headteacher

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.

Roles and responsibilities of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo role is a strategic one, working alongside the senior leadership to inform with a view to reviewing and refreshing the SEND policy in line with changes in central policy. They are to work in conjunction with class teachers to review practice to ensure every child with SEND receives the personal support that they require.

The responsibilities of the SENDCo may include:

- Liaising with parents/carers and children to discuss SEND needs, provision and progress.
- Overseeing day-to-day operations of the schools SEND Policy.
- Co-ordinating support for children with SEND which includes any technology, accessibility tools, or environmental adaptations.

- Conducting detailed assessments in co-ordination with class teachers and other agencies.
  Overseeing the records of all children with SEND.
- Ensuring that agreed actions, interventions and procedures are followed.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and managing the roles and responsibilities of support staff working with children with SEND and ensuring staff have suitable and adequate training opportunities.
- Liaising with other school SENDCos to ensure smooth transitions.
- Liaising with external specialist support services.
- Keeping up to date with legislation and policy changes.
- Supervising the evaluation of interventions.
- Reporting to Senior Management.
- Ensuring their CPD by keeping up to date with relevant developments and LA initiatives.

Roles and responsibilities of class teachers

Key responsibilities for class teachers may include:

- Planning and delivering an adapted curriculum which meets the needs of all children.
- Having an awareness and understanding of the SEND Policy.
- Raising concerns with the school SENDCo and working to address these concerns.
- Liaising with support staff to deliver specific and targeted interventions.
- Keeping records related to the concerns raised, noting interventions, actions, consultations and evaluations
- Giving feedback to parents/carers and children and young people related to issues of SEND and general progress.
- Delivering interventions in co-ordination with the SENDCo and Specialist Support Services.

Roles and responsibilities of teaching assistants / support staff

Key responsibilities for teaching assistants may include:

- Being aware of the SEND Policy and procedures.
- Liaising with class teachers to discuss support packages, procedures and child's response to interventions.
- Ensuring that the support offered encourages independence.

Roles and responsibilities of parents/carers

Key responsibilities for parents/carers may include:

- Trying to understand the needs of the child with respect to SEND.
- Knowing who the class teacher, support staff, the school SENDCo is within the child's school.
- Working with school staff and outside agencies to support the child's SEND needs.
- Being aware of the SEND policy within the school.
  Attending all meetings, where possible.
- Maximising school attendance.
- Engaging with outside services.