



St Alban's
Catholic Primary and Nursery School

Member of St Alban's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

Special Educational Needs and Disability (SEND) POLICY

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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, September 2018
- Teachers Standards
- National Inclusion Statement
- Relevant National Curriculum frameworks/ document
- Documents can be found in the school office or on the website.
www.st-albans.doncaster.sch.uk

2.2 Our school has separate policies in place for:
For example: Safeguarding & Child Protection, Accessibility, Teaching & Learning, Education for personal relationships, Site security, Health & Safety, Admissions, Charging & Remissions, GDPR.

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.st-albans.doncaster.sch.uk/page/send/131237>

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:
<http://www.doncaster.gov.uk/services/schools/local-offer-send>

Section 3: Profile and Values

3.1 Our School Profile

St. Alban's Catholic Primary and Nursery School is part of St Clare Multi Academy Trust in the Diocese of Hallam.

3.2 Our School Values

St. Alban's Catholic Primary & Nursery School is an inclusive school and we all work together to help EVERY child achieve their full potential.

- 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

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 and disabilities.
- 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 through the assess, plan, do, review process (APDR)
- 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 SEND & Inclusion Manager 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 always work 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 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 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) / Autism Spectrum Disorder (ASD) 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. Where the term 'autism spectrum' is used, it refers to children and young people who are affected in a variety of ways by their condition. It also includes children and young people with a diagnosis of Pathological Demand Avoidance.

Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy.

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.

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:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

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' and achieve their potential.

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

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

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

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 SEND definition.

Section 6: Graduated approach to identifying if a child requires SEND Support including the introduction of the Graduated Approach for SEND reflecting the changes within Doncaster Local Authority

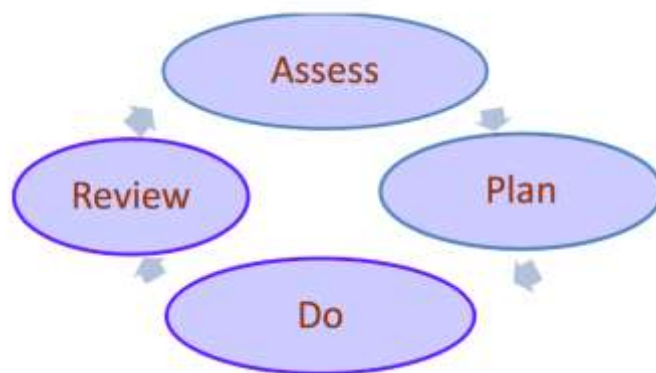
6.1 Whole school general Identification and Assessment

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

- observation, assessment, target setting and monitoring arrangements
- 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.
- Pupils Progress is assessed and discussed ½ termly in 'Pupil Progress and Dashboard Meetings'. Pupils' individual needs are discussed and decisions are taken regarding intervention and additional support.
- Data on progress is stored and analyzed on EAZ MAG Writer tracking software.
- Data analyses are completed by class teachers to identify gaps and any groups that are not making enough progress. This information is then used to identify targets and focus children.
- Assessment using such tools as Birmingham toolkit, Boxall Profile and IDL.

6.2 The Graduated Response (APDR)

Once identified as requiring additional SEN support, pupils will receive support to remove barriers to learning and effective provision will be put in place. This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the SEN Code of Practice. It will enable a growing understanding of the pupil's needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.



Assess:

Once identified as requiring additional SEN support, a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and carers and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist.

Plan:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will:

- Be outcome focussed where the desired benefit from any intervention is clearly identified, SMART and used to evaluate the impact of any intervention.
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes.
- Highlight the ways parents and carers can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil.
- Be recorded on Intervention Logs.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Do:

Class teachers, with the support of the SENDCO, will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

Review:

The impact of any additional support offered will be reviewed at least termly. Parents and carers will be invited to attend along with pupils when this is appropriate.

Where the pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to the support and view of their progress where this is applicable
- Views of parents and carers and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENDCO may make a referral to a specialist agency.

The Graduated Approach for SEND reflecting the changes within Doncaster Local Authority:
The Graduated Approach Toolkit will be used in school as:

- Self-help guide for provision
- Point of reference for intervention levels
- Audit tools for students and school practice
- Partnership, clarity and transparency for parents and carers

St. Alban's accesses local authority support through the graduated approach by using the referral documents and making contact with necessary outside professionals.

6.2 General provision for all children using core school funding

All children will have access to well-planned 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 where necessary, 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 SEND.

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.

- Quality first teaching through 6-part lessons in which all children can access their learning through a variety of supports offered
- Where necessary, teachers differentiate learning activities as part of quality first teaching
- Teachers and teaching assistants have focus children to support during lesson times (focus children change when necessary)
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programmes
- targeted additional adult group and, where appropriate, individual support
- differentiation of curriculum resources
- SMART (specific, measureable, achievable relevant and timed) target setting
- booster intervention groups
- gaps sessions

- Pre-teach sessions by teachers and teaching assistants
- counselling and nurture support
- equal access to all after-school clubs, breakfast club, trips and residential trips

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 conversations
- pupil progress tracking using assessment data (whole-school dashboards)
- attendance monitoring and working with parents, referrals can be made to the Education Welfare Service where appropriate
- Half termly Pupil Progress Meetings
- Head teacher's report to governors
- Data analysis including Reading, Writing and Mathematics, six assessment points throughout the year and targets set for groups that need to make accelerated progress.

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

We will meet with parents during the autumn term to discuss whether their child should continue to receive SEND 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 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. If a child requires more than £6,000 to support their needs, we may apply for 'High Needs Funding' to support their needs or an 'EHCP' (see Section 7).

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 SENDCO, will discuss with parents if we feel that their child requires SEND Support;
- additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEND 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 SEND 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 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

- o classroom observations by the school's Special Educational Needs and Disability Co-ordinator (SENDCO) 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 kept in each child’s intervention book;
- our intervention books will have a record of interventions and work completed towards meeting targets;
- 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, SENDCO 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 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 SEND Team before a request is submitted.

Section 8: Education Health and Care Plan

Children with an Education Health and Care Plan 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 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
See SEND on our school website.

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 and Disability Coordinator (SENDCO). The SENDCO 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 SENDCO 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.

New staff receive induction and are signposted to our school website. Staff are made fully aware of the SEND Policy and of the children in their care with SEND.

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 Disability Coordinator (SENDCO)

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

- be a qualified teacher working at our school. If our SENDCO 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 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 an 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 SENDCO 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 SENDCO 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 SENDCO and Head teacher;
- have high aspirations for every child setting clear progress targets;
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 Teaching Assistants

- TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCO.
- we deploy our TAs depending on their level of experience.
- our TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- TAs offer invaluable support to our children especially those with SEND, however the overall responsibility for all children is with the class teacher.

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 a SEND Information Report that will be published on the school website;

publishing information about the Pupil Premium (expenditure & impact) on the school website; Parents and carers giving consent for other agencies and professionals to give advice and be involved to support their child.

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 and self assessments at an age-related level. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and the features of good 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;
- create a 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 an EHCP which brings together health and social care needs, as well as their special educational provision.

Pupils with allergies have warning photos and information regarding their condition and treatment in the appropriate places around school.

Pupils with medical conditions are supported in all areas of the curriculum to give equal access to all.

Risk handling plans and PEEPs are in place for children with medical conditions.

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/carers 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 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 SENDCO will also attend any Annual Reviews for the children at their feeder school if invited.

Liaison with Secondary schools takes place and SENDCOs are invited to TAC's, SEND reviews etc and the Year 7 teacher meets with the SENDCO/Year 6 Teacher.

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

Equal access is made using DFE guidance for KS2 pupils and the protocols and access arrangements are followed: <https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements>

Section 16: Storage of records

Children's records are sent to the next school as soon as possible after a child has left St. Alban's. Whilst the pupils are attending St. Alban's Catholic Primary School, the records are stored securely in locked cupboards and /or in restricted areas. The confidentiality policy is updated annually and signed by all staff and governors. Our school's storage and retention policy are arrangements are in line with General Data Protection Regulations, (GDPR).

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 SEND & Inclusion Manager, 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: Links with Other Services

Effective working links are maintained with:

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

The Special Educational Needs and Disability Team: Contact number: 01302 737210 or 737211 or 737296 or 737209 or email sen@doncaster.gov.uk

SENDIASS: Contact number 01302 736920 or email sendias@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 736504 or email APWS@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737880 or email denise.akers@doncaster.gov.uk or marie.volley@doncaster.gov.uk primary team

Children with Disabilities Team: Contact number: 01302 736000 or email CWB@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 737448 or email: CWB@doncaster.gov.uk
Language Support EAL/GRT : Schools can access our traded services via Buy Doncaster

Section 19: Information on where Doncaster Local Authority's Local Offer is published

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