







***'To provide a foundation for fulfilled lives, inspiring confident and happy learners'***

<b>Our Values</b>	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
						

## **Special Educational Needs (SEN) and Disabilities Policy**

Document Adopted By Governing Body

Date:	September 2024
Signed:	
Print Name:	
Date of Next Review:	September 2025

### **September 2023**

SENCo (Special Educational Needs Co-ordinator): Kat Holmes  
SEND Link Governor: Sarah Hinchliffe  
Head teacher: Cathy Rowland

Linked Policies: Relationships and Behaviour Policy, Safeguarding Policy, Safeguarding Policy, Equality Information and Objectives, Positive Handling Policy, Exclusion Policy, Admissions Policy, Social, Emotional and Mental Health and the Accessibility Plan.

### **Policy Formation and Consultation Process**

#### **Legal framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

#### **Sections covered in this policy are:**

1. Purpose of Policy
2. Definition of SEND
3. Staff in school who work with pupils with SEND
4. Identifying when a pupil has SEND
5. The provision we make for pupils (for consistency) with SEND
6. Special Needs Register

7. Funding
8. Education Health and Care Plan (EHC Plan)
9. The Local Offer
10. Record Keeping
11. Assessment
12. Information Management
13. Working with Parents/Carers
14. Working with children
15. Working with External Agencies/Support Services
16. School to School Support
17. Staff Development
18. Looked after children (LAC)
19. Military Service Children
20. How we evaluate our SEND Policy
21. How we deal with complaints
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### **1. Purpose of policy: To outline the SEND provision for pupils at Dobcroft Infant School**

Dobcroft Infant School is an educationally inclusive school. We believe that all children, regardless of ability and behaviour, are of equal value. Children with SEND are supported through adaptive teaching as part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

#### **We aim to:**

1. Value the uniqueness of each member of the school, and provide a planned curriculum designed to help all children achieve their potential and develop their abilities to the full.
2. Ensure that pupils with SEND are able to take part in all the activities of the school.
3. Ensure, wherever possible, that all our pupils are involved in decisions made about them and their education.
4. Ensure that parents of children with SEND are involved in decisions made about their children and are involved in school life and well informed about their children's progress.
5. Eliminate discrimination and promote equal opportunities.

## **2. Definition of SEND**

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism and other neuro diversities, can have particular difficulties with social communication and interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech and language or social communication at different times of their lives.

The SENCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential. Our school uses a range of approaches to support children, as recommended by the Speech and Language service, including shape coding and Makaton.

### **Cognition and learning**

Pupils with learning difficulties may require support either from their teacher, in small groups or occasionally on an individual basis.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder (dyspraxia).

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

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety, or neurodiversity. DIS will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour and Relationship Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils. Dobcroft is a Trauma Informed school, meaning we have a relational approach to behaviour. We understand behaviour as communication, and approach it with curiosity and empathy. Our mantra is 'firm on the boundaries, kind on the child'. See the Behaviour and Relationship policy for more information on this.

## **Sensory or physical needs**

Children with impairments that prevent or hinder them from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure our staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

## **3. Staff in school who work with pupils with SEND**

All staff in school will support and/or teach pupils with SEND.

All staff will undertake relevant training to ensure up to date with current practice.

The following people have particular responsibilities:

- **The Head Teacher**
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

## SENCo

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Advising on a graduated approach to providing SEND support as advised by Sheffield local authority. [See appendix one.](#)
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.

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- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the head teacher and deputy head, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

### **SEND Link Governor**

The link governor for special educational needs and disabilities (SEND) will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- The different special educational needs and disabilities represented at the school
- The local and national policy context for SEND

They will make sure the school:

- Makes the necessary special educational provision for any pupil with SEND
- Meets the needs of pupils with SEND
- Makes reasonable adjustments in line with the Equality Act 2010
- Ensures that all pupils with SEND join in with the everyday activities of the school together with the children without SEND

- Has ensured the school has appointed a SENCO and they have received appropriate training
- Has a suitable and up-to-date SEND information report and policy which is published on the website

They will meet the SENCO on a termly basis to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEND budget and resources
- The progress of pupils with SEND

They will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND
- Considers SEND in any budget discussions
- Asks challenging questions about the school's SEND provision and strategies

They will also attend training on the role of the SEND link governor, as appropriate.

### **Class teachers**

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Drawing up a one-page profile of a pupil with SEND.
- Setting high expectations for every pupil and aiming to teach them the full curriculum.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring the curriculum is adapted so that pupils with SEND can access it.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the SENCO, HT and other relevant figures of authority, up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the head teacher.
- **Teaching Assistants** work under the supervision of class teachers to deliver specified work and planned programmes of work according to children's support plans. This might include specialist interventions as recommended by outside agencies.

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- **Welfare Supervisors** are aware of children who may require more support and they are trained in providing strategies to support children at lunch time when necessary. At the end of each lunch break, time is allocated for Welfare Supervisors to feed back to their line manager about any incidents or extra support provided. This is then fed back to class teachers/SENCO as appropriate.

#### **4. Identifying when a pupil has SEND**

It is important that a pupil's SEND is identified as early as possible. The SEND Code of Practice identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and /or physical needs

These categories provide an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take to support the child with their learning and development.

#### **Before a child starts at the school**

Our foundation stage teachers and teaching assistants meet each child at home prior to their start and talk to parents. Staff will ask specific questions about any additional support their child may have received or be receiving and give an opportunity for parents to outline any concerns they may have. In addition all pre-school settings and nurseries are visited by foundation stage staff, children are observed and discussions are held with the staff. Where SEND needs are already identified, staff from Dobcroft Infant School will attend any reviews prior to the child starting school. Through our strong partnership with the Early Years Inclusion Team we are often informed and involved with some children who may require more support well before they join our foundation unit.

#### **Other professionals maybe involved:**

- Educational Psychologist
- Specialist Autism Team
- Specialist ADHD team
- Speech and Language Therapists
- Consultants from Ryegate Children's Centre (NHS)
- Occupational Therapists/Physiotherapists
- Early Years Inclusion Team

#### **In School**

All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible.

#### **This could be through:**

- Teacher observation
- Teacher assessment
- Student Support Form (6-8 week actions and monitoring)
- National curriculum assessments
- Screening or assessment tools e.g. Loche and Beech or Birmingham toolkit.
- Information passed on from previous schools/settings

The class teacher will have a discussion with the parents and the teacher will add any concerns to CPOMS. The SENCO will gather together information about pupils and will work with the staff/parents involved to decide on any action that needs to be taken. The SEN flow chart shows this process in more detail (appendix two).

### **Parents**

Staff at Dobcroft Infant School recognise that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children. There are well-established channels of communication including: phone calls, parents making appointments at the end of the school day, and via email. Concerns should initially be raised through the child's class teacher.

### **Children who enter mid-year or after foundation year:**

- Staff and SENCo liaise with staff from the previous school
- Staff may visit the child in the previous school

All paper work is transferred to Dobcroft Infant School on admission of pupil.

## **5. The provision we make for children with SEND**

Following identification of a child with SEND, if parents agree, they are placed on the SEN register. This is now a single category of support – 'SEN Support'.

### **Teaching arrangements for pupils with SEND**

All children have a broad and balanced curriculum, which is planned to take account of any SEN they may have. For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving high quality teaching from the teacher. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special educational needs. This will enable individual learning needs to be met and all children to maximise their potential in all areas of the curriculum. When appropriate children on the SEN register will sometimes have the additional support of a Teaching Assistant. This support might be delivered to an individual child on a one to one basis or the Teaching Assistant might work with a small group of children. At all times teachers are responsible for the teaching, learning and progress of children with SEND in their class.

Pupils who are not making expected progress in one, several or all areas of the curriculum may be withdrawn for targeted work directed to them as an individual or as

part of a small group. By careful monitoring of children's progress we can match their needs to differing programmes/interventions we have developed in school. We believe that it is essential that children who are having difficulty with learning are supported as soon as possible.

Our Butterfly Room is a hub in our school which can offer children with a sensory break from the classroom. It is also used as a space to deliver interventions such as LEAP, attention autism and lego therapy. We also have the Cocoon, which is a calming sensory space for children to visit if they need it for regulation purposes. The Nest is an intervention space which can also be used to offer pupils with a quieter place to learn.

Some curriculum areas / developmental difficulties at Dobcroft Infant School which are currently being targeted to support and accelerate learning are:

- Motor Coordination
- Reading
- Maths
- Handwriting
- Phonics
- Speech and language

Interventions are constantly reviewed and changed according to the needs of current children and cohorts through our provision maps.

**We support pupils with SEND through/or with:**

- Specially prepared learning materials
- Deployment of Teaching Assistants
- Individual and group learning sessions/support sessions
- Specialist equipment/resources including computing equipment
- Signing and assisted communication including Communication In Print (A flexible, symbol communication tool)
- Using intervention programmes within the Waves of Provision. These include 'Early 'Early Bird' interventions where groups of children access learning at 8.30am, prior to the start of the school day
- Social skills and joint attention building programmes
- Engaging with Social Services' assessments when requested
- Any other intervention or support tools required to ensure our curriculum is fully adapted to meet the needs of all pupils.
- Seeking support and involvement from external agencies and professionals.

**6. Special Needs Register**

When a pupil has been identified as having SEND and this has been discussed with parents, we place them on the Special Needs Register. We will use the Sheffield Support Grid to identify the pupils main area of need. The criteria we use to identify children as having a SEN are detailed below:

- A child is working significantly behind their peers and not making adequate progress. This may be in all areas of the curriculum or the child may present a 'spiky profile' and be under-performing in just one area of the curriculum.
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers and this support is required in order for them to make adequate progress.
- A child has identified challenges with speech and language or communication. This could include social communication with peers or adults.
- A child has social and emotional difficulties that are disrupting their learning or causing them mental health challenges.

A child who is on the SEN register will have very personalised outcome targets which address their specific SEN. This is called a support plan.

The outcomes on the support plan are based on the collaboration between all the parties involved i.e. the child, parent, SENCo, Teacher and Teaching Assistant. Outcomes need to be:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time limited**

These are written in a 'child friendly' way. Pupils and parents are involved in reviewing the support plan outcomes and setting new ones termly. Staff and parents will discuss outcomes with children and provide the opportunity for children to give their views on future outcomes. Parents are included in the three review meetings each year and are an integral part of the process of reviewing old outcomes and setting new ones.

It is the teacher that holds the responsibility for evidencing progress according to the outcomes described in the support plan. If a pupil's needs are more complex, they may require an Extended Support Plan.

## **7. Education Health and Care Plan (EHC Plan)**

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs

Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. ([SEND code of practice](#)). Either parents or school can request an EHC needs assessment. An EHCP is a legal document and it is reviewed annually.

## **8. Funding**

The majority of children and young people with SEN or disabilities will have their needs met within the devolved budget of mainstream settings, schools or colleges. Where pupils in our school have very significant and complex additional needs, they will be assessed by the Educational Psychologist. Schools receive a certain amount of money for high needs pupils, and in **some** cases we can apply for additional funding. This will contribute to the cost of additional resources including Teaching Assistant support. Under this system, mainstream schools have to fund individual special educational provision (e.g. Teaching Assistant support, additional resources) up to a threshold of £6,000 per year per pupil, from their devolved school budgets. Above this level, local authorities will be expected to provide top-up funding for individual pupils, via locally determine funding bands. For more information, the following website may be useful: <http://www.sheffieldparentcarerforum.org.uk>

## **9. The Local Offer**

As part of the SEND Code of Practice 2014) Local Authorities must publish a Local Offer, setting out in one place information about the provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled

### **The Local Offer has two key purposes:**

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children, those with SEN, their parents and service providers in its development and review

### **The Local Offer should cover:**

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support
- Schools are also required to be transparent in what their setting offers in terms of support for children with Special Educational Needs and Disabilities.

More information can be found from:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/fsd/localoffer.page>

## **10. Record Keeping**

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We record all the steps taken to meet pupils' SEN outcomes. The SENCO is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with SEN may include:

- Information from previous schools
- Information from parents
- Information on progress and behaviour
- Information about levels and use of additional support
- Information about interventions (from provision maps)
- Personal Profiles
- The child's own views of their needs (One page profile)
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports, Paediatrician Reports.
- CPOMS records
- Support Plans
- Extended support plans/My Plans
- EHCP

## **11. Assessment**

The school employs a graduated approach to meeting the needs of SEN pupils by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

We assess all children including those on the SEN Register 3 times per year. These assessments provide part of the information teachers use to discuss children's progress with the Head Teacher and the SENCO at half termly inclusion meetings. Assessments help to inform Support plan outcomes and future SEN provision, as well as annual reviews for children with an EHC Plan. Children accessing intervention programmes often have pre and post intervention assessments. Children with more complex or significant needs, are also assessed by external agencies e.g. Learning Support Teacher, Educational Psychologist. They use a range of assessment tools such as:

- Dyslexia Screener (through a trained external professional)
- Boxall Profile (An emotional and behavioural assessment tool)
- Reading and spelling age tests.

- Loch and Beech
- Birmingham toolkit?

## **12. Information management**

It is important that information about a pupil's SEND is shared with all staff in school who works with the pupil and that it is passed on from class to class and school to school as the pupil moves on. We use our internal systems such as CPOMs and secure computer files to store and share information about pupils. These are password protected and only shared where necessary and relevant.

## **13. Working with Parents/Carers**

The aim is to develop a partnership where staff and parents work together in the best interests of the child. For this to work successfully, staff recognise that positive attitudes, sharing information, procedures and awareness of needs are all important. We recognise that parents know their children best and we aim to work together in the best interests of the child. We are keen to discuss with parents any concerns, observations and gather feedback, as well as seek the views and wishes of the child.

Information about SEND is in the induction pack for parents of children new to our school. Our SEN Information Report is available on the school website. Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are supported in playing an active role in determining future provision during each of the 3 termly review meetings. Parents can talk to the teacher about any concerns they may have or contact the SENCO directly.

During the procedure of applying for an Education and Health Care Plan, parents will be given as much help, advice and support as possible. In addition, we operate an open-door policy. Parents are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). Whenever a parent raises a concern, it is always investigated, and outcomes are reported back/discussed with parents.

### **Some ways parents of children with SEND are involved:**

- Three review meetings per year, plus an annual review for children with an EHCP
- Additional meetings if requested by parent or staff
- Sharing information through the SEND section on the school website and in the school newsletter
- Meetings with the SENCO
- Linking with Parent Partnership Services and relevant voluntary organisations
- Transitional reviews with the Junior School staff, and/or any other school/nursery settings
- SEND booklet for parents
- Links to parent support groups and charities

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- Regular SEND parents coffee mornings

#### **14. Working with Children**

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Involve pupils in their next steps
- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought and recorded in reports produced by both the school and other agencies
- Encourage pupils to become involved in the wider life of the school.

#### **15. Working with External Agencies / Support Services:**

We have a range of support, some provided by the authority and increasingly ones that our school buys into. These provide us with advice, support and training on SEN. In our school we have involvement from:

- Family Intervention Service (previously M.A.S.T)
- Speech and Language Therapy Service
- Educational Psychologist
- Occupational Therapy/Physiotherapy
- Specialist teachers for sensory differences/issues
- Special schools
- Learning Support Teacher
- Specialist Teachers for children with Autism
- Early Years Inclusion Team.
- Educational Mental Health Practitioner

#### **16. School to School Support**

Dobcroft Infant School SENCO works with SENCOs from other schools. In particular with the SENCO from Dobcroft Junior School, where best practice is shared, policy is reviewed and transition information on pupils are discussed.

Whenever a pupil transfers to another school, including specialist settings, a transition package will be developed to meet the needs of each individual child. This will be 'over and above' the transition package offered to other non-SEN children. All relevant information will be transferred to the new school. In addition, for pupils with SEND, there will be dialogue between the class teacher and/or SENCO and/or Head Teacher and a senior member of the new school's staff.

#### **17. Staff Development**

Whole staff training in SEN will normally be identified through the performance management process, but training sessions will also be organised to meet the current needs of children and staff. The quality of teaching and learning is regularly reviewed for all pupils, including those at risk of underachievement. This includes reviewing



and, where necessary, improving staff understanding of strategies to identify and support children with SEND. The training is provided in the following ways:

- In-house training
- Training from external agencies
- Mentoring
- Job shadowing
- Visits to/links with other schools, including specialist settings
- Training arranged through the family of schools
- Attendance at externally provided training events
- Participation in accredited training opportunities.

All staff (including Welfare Supervisors and Teaching Assistants) will be invited and paid to attend relevant INSET sessions and external courses. The SENCO is available to Teaching Assistants and Welfare Supervisors to share good practice and additional training delivered. The SENCO will attend local SEND briefings to keep up-to-date with local SEND news and developments.

#### **18. Children who are looked after**

Pupils in key social care groups were recently found to be twice as likely to have a special educational need than the overall population. They were over two and a half times more likely to have an EHC plan ([source](#)). Many care experience children have experience trauma and adverse childhood experiences (ACES) which mean they may require extra support throughout their school journey.

We have an appointed CLA designated teacher who ensures that implications are fully understood by relevant school staff.

#### **19. Military Service Children**

The Children's Education Advisory Service (CEAS) provides advice to Service parents, educational settings & local authorities about SEND issues. Children may face difficulties that are unique to the nature of their serving parent's employment, e.g.

- Relocating more often & sometimes at short notice needing transitions to be well managed to avoid delays in assessing & meeting needs
- Deployment to operational arenas resulting in anxiety, dips in educational performance and/or emotional difficulties.

**We ensure that:**

- The impact of our policies, administrative processes and patterns of provision do not disadvantage such children
  - All SEND & safeguarding records transfer quickly between education settings in the UK and overseas, to enable effective planning
  - All reviews explicitly consider Service-related issues
  - Access to assessments, interventions & provision is determined on the nature, severity & complexity of the needs presented and not to the amount of time left in a particular school
  - They consider how the Service Pupils' Premium is used to improve SEND provision
  - The Ministry of Defence has developed a Pupil Information Profile for military service children.
- ***Chapter 10, Children & young people in specific circumstances, SEND Code of Practice. 0 to 25 years***

## **20. How we evaluate our SEND policy**

- The school's Governing Body has a duty to evaluate the provision school makes for pupils with SEND. The SEND Link Governor reports back to the Governing body termly using evidence from discussions with the SENCO, other staff and learning walks. The SENCO meets with the SEND governor termly and supports them to write a SEND governor report.
- Parent's views are sought through questionnaires, discussion at our SEND coffee mornings and support plan reviews.
- The progress of pupils with SEND is measured, e.g. half termly and year by year data analysis.
- External support services are used if a need is identified.
- Pupils' views are sought on what helps them to learn effectively through school council and individual discussions with teachers, the SENCO and governors and through the IEP review system.
- The school is constantly striving to improve its provision for SEND through performance management and the continuing professional development of all its' staff to meet the full range of SEND within the school.

## **21. How we deal with complaints**

We are always very happy to talk to parents and listen to any concerns they may have. Parents who have concerns about their child should contact their child's teacher or the SENCO. We will always do our best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website.

## **22.Safeguarding**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Staff are trained in Team Teach and de-escalation. Where a child's behaviour is a risk to property or others they may need to use restraint techniques in line with the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## **23.Admissions**

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.

- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies, for example relating to school uniform or trips, do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

## **25. More Information / Glossary**

**Annual Review** - Review of Statement/EHC Plan by the Local Authority that must occur at least annually. (Parents are invited to attend.)

**SEND Code of Practice 2014** - (For more detail: [Google: Special educational needs and disability code of practice: 0 to 25 years](#))

[Guidance for Local Authorities & schools on how to identify, assess and provide for children with SEND.](#)

Commented [s6]: Could these be links

**Early Years Inclusion Team** - Special Educational support for pre-school and Foundation Stage children

**Educational Psychologist** - Employed by the Local Authority or the school to assess and advice on a child's learning difficulties.

**Education Health Care Plan** - An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

**Local Authority (LA)** - The body responsible for schools and for assessing and providing for SEND.

**Learning Difficulty** - Significantly greater difficulty in learning than other children of the same age, or a disability which hinders use of general educational facilities.

**Mainstream School** - School that caters for all pupils, including those with SEND.

**Specialist School** - School that caters for children with a Statement of SEN or an EHCP who cannot/have chosen not to access mainstream school.

**SEN Support** - This is the new category on the SEN register.

Commented [s7]: Not sure this explains this?

**Special Educational Needs and Disabilities (SEND)** - A child has SEN if she/he has learning difficulties that require special educational provision.

**Special Educational Provision** - Additional or different for children with SEND.

**Sheffield Support Grid (SSG)** – How we categorise and identify the needs of SEN children. The SSG uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Teaching and Learning Strategies suitable for each. It also indicates the expected support levels to be provided, the identification and assessment tools that may be in place and which other services may be able to help.

**SENCo** - A member of staff at school who has responsibility for coordinating special educational provision.

**Support Plan** - Plan outlining steps towards outcomes for each child with SEND.

**Extended Support Plan (previously My Plan)** – A more detailed support plan for children with complex needs. It will include details about the child's history, outside professionals involved and a picture of how support has evolved over time.

Written by Kat Holmes

Date: September 2023

Date adopted:

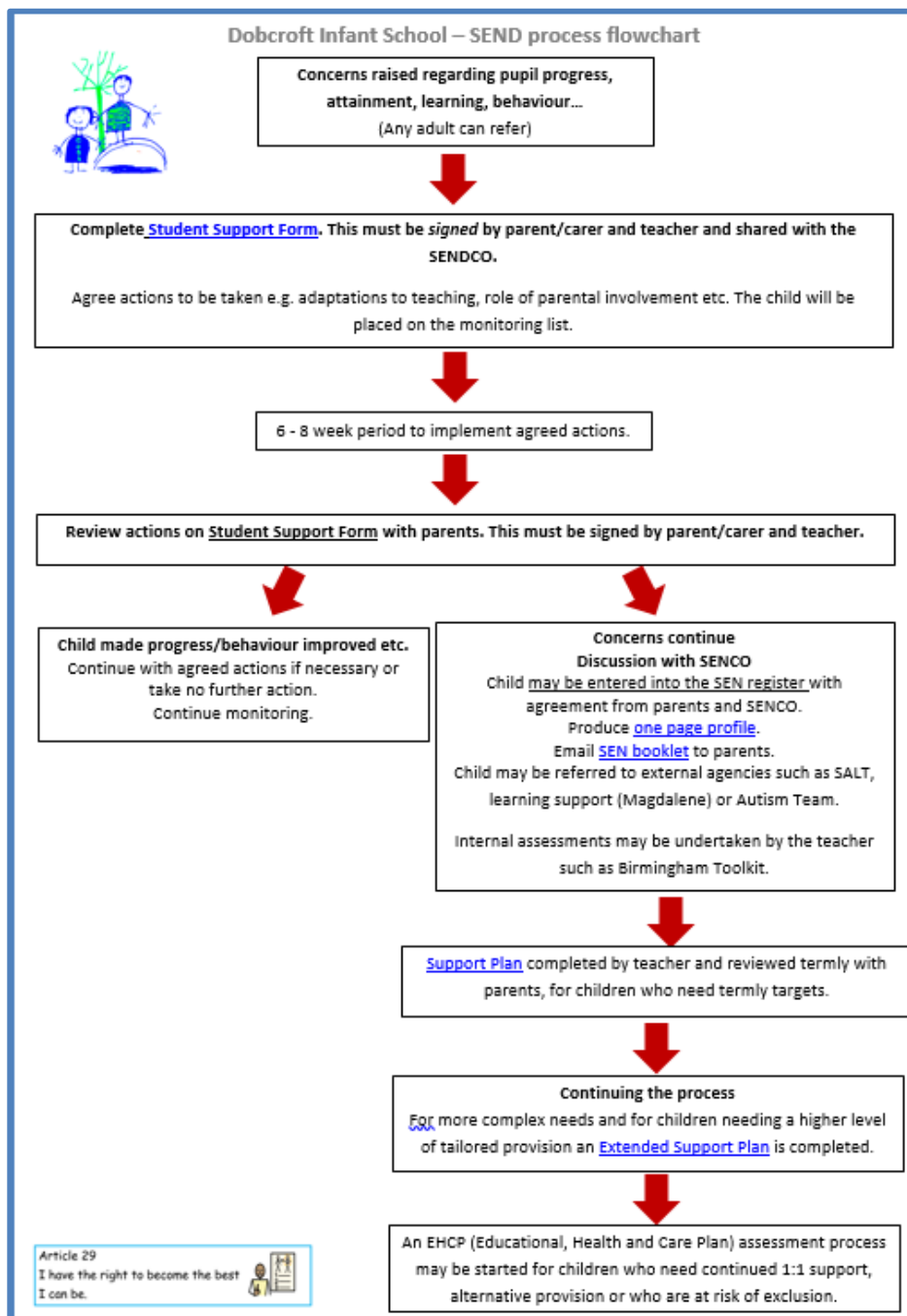
Date to be reviewed: September 2024

### Article 3

*'Everyone who works with children should always do what is best for each child.'*

*Rights Respecting*

Appendix 1



# SEN SUPPORT:

## A GRADUATED APPROACH TO MEETING NEEDS

