

## Norton Junior School

# Special Educational Needs and Disability (SEND) POLICY

### Section 1: Main Contact details and Policy key dates

Name and contact details of the Head teacher	Adrian Hayes (01302 700303)
Name and contact details of the SEND Co-ordinator:	Ruth Ford, Inclusion Leader Accredited National Award for Special Educational Needs

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Date of previous Policy drawn up in consultation with Parents & Governors	September 2013 – Reviewed & ratified 27.11.14
Reviewed Policy agreed by Governing Body on:	14.3.16 – Standards & Effectiveness Committee 16.5.17 – Full Board Meeting
Reviewed Policy shared with staff on:	Date to be confirmed
Shared with parents/ carers on:	Date to be confirmed
Policy to be reviewed again on:	Annually

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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 January 2015. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2015
  - Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
  - Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
  - Ofsted Section 5 Inspection Framework, June 2015
  - Teachers Standards 2012
  - National Inclusion Statement
  - [Relevant National Curriculum frameworks/ document](#)
- 2.2 Our school has separate policies in place for:
- Safeguarding Children in Education
  - Single Equality & Accessibility Action Plan
  - Behaviour
  - Anti-Bullying
  - Health & Safety
- 2.3 Our [SEN Information Report](#) sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.
- 2.4 The Department for Education has published a [Guide for Parents on the SEND Code of Practice](#) which can be accessed by clicking on this link.

## Section 3 : Profile and Values

### 3.1 [Our School Profile](#)

- Norton Junior School is a mainstream school which caters for the needs of all children from the ages of 7 to 11 years. All children access Quality First teaching and work is differentiated to meet the academic and personal development needs of each pupil. There are currently four year groups with a two form entry organised into mixed ability classes, each teacher being supported by one Teaching Assistant. Norton Junior School is proud to provide differentiated and personalised learning opportunities building on each child's strengths and interests

Norton Junior School offers high levels of care and pastoral support and has two dedicated in-school Learning Mentors to deliver one to one or small group personalised programmes which reflect individual needs and circumstances, supporting children at different points in their journey through our school.

### 3.2 Our School Values

- 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 Aims & Objectives:

- To promote the early identification and assessment of children with SEND and to differentiate and personalise provision in an organic way, monitoring carefully to ensure maximum impact on individual progress across all groups of children.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs, ensuring all children have access to quality first teaching.
- To regularly monitor and review Provision Maps to ensure the cost effectiveness of interventions and resource allocation and how these impact on individual learning progress.
- To develop and maintain a partnership and high levels of engagement with children, parents, the Local Authority and other outside agencies involved in the care of children in our school.
- To give all children equal access to an exciting and engaging curriculum, and every aspect of school provision in order to promote pupil confidence, independence and life-long learning outcomes.
- To keep parents and carers informed of specialist provision and services set out in the Local Authority’s “Local Offer”

## Section 5 : Definitions of SEN and of Disability

### 5.1 SEND Definition

Norton Junior School is well placed to adopt the key principles of the SEND Code of Practice and we look forward to working with pupils and parents/carers to ensure fully inclusive access to our educational provision.

We will try to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible with an “Assess, Plan, Do and Review” principle at the heart of our practice. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

We recognise that some children need increased support to access learning beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching because:

- a) They have a significantly greater difficulty in learning than the majority of children of the same age;
- b) They have a disability, as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

Whilst the SEND Code of Practice highlights four broad categories of need:-

- ➔ Communication & Interaction
- ➔ Cognition & Learning
- ➔ Social Emotional & Mental Health
- ➔ Physical & Sensory Impairment

Norton Junior School considers the whole child and not just aspects of Special Need when considering personal development, independence, progress and attainment.

## 5.2 Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty in communicating their needs, in understanding what is being said to them or they may not fully understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

## 5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and
- multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEN.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

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

#### 5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### 5.6 Difficulties which may not be related to SEN

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up'. Such children are monitored rigorously and would feature on a class teacher's Provision Map for short term intervention purposes.

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

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

- ➔ Attendance & punctuality
- ➔ Health & Welfare
- ➔ English as an Additional Language
- ➔ Being a recipient of Pupil Premium
- ➔ Being a Looked After Child
- ➔ Being a child of a Service man or woman

## 5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The curriculum will be made accessible for all pupils in accordance with the National Curriculum Inclusion Statement, emphasising the importance of providing effective learning opportunities for all pupils and offering three key principles for inclusion:

- ➔ Setting suitable learning challenges
- ➔ Responding to pupils' diverse needs
- ➔ Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and these pupils will be identified on the school's Provision Mapping system. A graduated response to levels of individual need is ensured through our "Assess, Plan, Do & Review" approach to ensure specialist resources and interventions are organic and reflect the changing needs of each SEND child. Liaison with specialist support services and external agencies enhances our ability to meet the specific needs of children with SEND and their families.

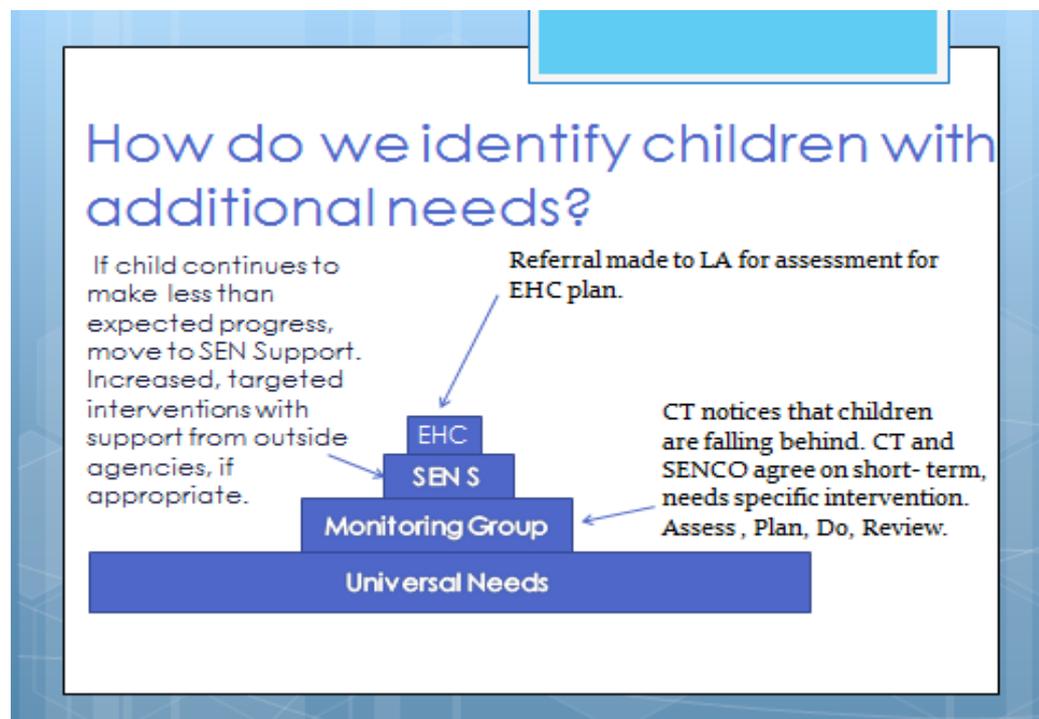
A regular review of the school's Single Equality Policy and Accessibility Action Plan ensures that we continuously seek to improve practice and provision for all children, giving them equal access to a full range of curricular and extended school provision.

## Section 6 : Graduated Approach to Identifying if a child requires SEN Support

### 6.1 Whole school general Identification and Assessment

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

- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- 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.



The school's SENCO, Assessment Coordinator and School Leadership Team regularly monitor and review tracking and SIMS assessment data to ensure the academic progress of all groups of children.

## 6.2 General provision for all children using core school funding

### **“Universal Needs”**

- All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.
- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### **“Monitoring Group”**

- 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:
  - o plan strategically to meet children’s identified needs and track their provision;
  - o audit how well provision matches need;
  - o recognise gaps in provision;
  - o highlight repetitive or ineffective use of resources;
  - o cost provision effectively;
  - o demonstrate accountability for financial efficiency;
  - o demonstrate to all staff how support is deployed;
  - o inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
  - o focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **“SEN Support”**

- If, despite short term intervention, significantly less than expected progress continues to be made, teachers will invite parents to a meeting to discuss a category of “SEN Support” and what this means.

### **“Education Health Care Plan”**

- For children with more complex and significant life-long needs it may be necessary to involve the Educational Psychologist and to make a referral to the Local Authority for additional funded support.

## 6.3 Examples of Curriculum Access and Provision

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

- teachers differentiate learning activities as part of quality first teaching
- scaffolded 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
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- study buddies/cross age tutors for reading, maths and celebration purposes

- homework/learning support club
- **SMART** target setting
- booster intervention groups
- social emotional care, friendship and support groups
- “I am Unique” and “Life Skills” programmes
- co-ordination and handwriting support groups
- support to participate in the life of the school
- targeted for enrichment and extra-curricular activities

#### 6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- book scrutiny and learning walks
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental questionnaires and conversations
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- regular meetings about children’s progress between teachers, SENCO and Headteacher
- head teacher’s report to parents and governors

#### 6.5 **Additional SEN 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 SEN provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support;
- additional SEN support will be in place when a child’s needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (SSP));
- children will have targets they can understand;
- our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- we will use the latest LA’s guidance on SEN Descriptors;
- targets will address the underlying reasons why a child is having difficulty with learning;

- our SSPs will be accessible to all those involved in their implementation – children should have an understanding and ‘ownership’ of their SSP;
- our SSPs will make explicit what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our SSPs will have a maximum of four SMART targets;
- targets for an SSP will be arrived at through:
  - discussion, wherever possible, with parents/carers, teachers, support staff and the child
  - discussion with other practitioners as appropriate
  - classroom observations by the school’s Special Educational Needs Co-ordinator (SENCO) and other senior leaders;
- our SEND interventions will be time-limited . With on-going monitoring and termly review, there will be an agreed “where to next?” strategy;
- our SEND targets will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child’s class teacher, SENCo and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support

## Section 7 : Request for Statutory Education, Health & 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 SEN, our school will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEN Team before a request is submitted.

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

Children with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for **children in receipt of SEN Support** and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice 2015.

## Section 9 : Management of SEND within Norton Junior School

### 9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and 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.

The professional development of all staff involved in meeting the needs of pupils with SEND is on-going and continuous. A wide range of training opportunities is provided for newly appointed and existing teaching and support staff which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by:
  - Staff from other agencies or support services
  - Senior Leaders from within school
  - Local Authority SEND network meetings
  - Other relevant courses which are relevant to SEND support and strategies can be undertaken or requested by consulting with the SENCO

Norton Junior School ensures that all staff have access to relevant professional development which directly addresses the development of expertise in SEND and includes:

- 'National Award for SEND Co-ordination' for the Inclusion Leader at Sheffield Hallam University
- Teaching and Support staff training on ADHD & Child & Adolescent Mental Health Issues
- Teaching & Support staff training in the Acquisition of Reading, including strategies to support children with Literacy difficulties and dyslexia

- Teaching & Support staff Precision Teaching training to deliver Reading & Maths Interventions
- Learning Mentor training to Identify and Strengthen Support for Children with Low Self Esteem
- Teacher & Teaching Assistant training in the delivery of Inclusive PE
- Medical Conditions Awareness in Schools
- Learning mentor Elklan Speech & Language Support Accredited Training
- Promoting Emotional Wellbeing and Positive Mental Health
- Sensory Circuit Training – Enabling children to settle to learn
- Accredited Thrive Training – Promoting a whole school approach to social emotional mental health & wellbeing
- On-going Thrive Update Training
- Cygnet Training – Working with children with Autism
- Attachment, Trauma and Loss Training
- Comic Strip Conversations and Social Stories training lead by Senior Educational Psychologist
- Supporting Children with Eating Disorders training
- Sunbeams Rainbow and Bereavement Counselling

The SENCO regularly liaises with a range of external specialists in order to implement whole school strategies to support all pupils, including those with SEND. These include:

- Educational Psychologist
- Speech Language Communication Therapist
- Occupational Therapist
- ASD Team
- CAMHS Consultant Locality Worker
- School Nursing Team
- Early Help Hub

### 9.2 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

### 9.3 Special Educational Needs Coordinator (SENCO)

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

- be a qualified teacher working at our school. If our SENCo has not been employed in this capacity at our school or elsewhere for at least 12 months, he/she will gain statutory accreditation within three years of appointment
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- identify on the provision map those children requiring SEN support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or Education Health and Care plans
- co-ordinate provision for children with 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 SEND Provision Maps
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEN or Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners
- ensure effective and timely transition arrangements for children moving into and out of our school
- evaluate regularly the impact and effectiveness of all additional interventions for children with SEND
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEN
- liaise closely with a range of outside agencies to support vulnerable learners

#### 9.4 Classroom and subject teachers

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENCO and Head teacher;
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

#### 9.5 Teaching Assistants

- TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO.
- we deploy our TAs depending on their strengths and particular areas of expertise.
- our TAs are most effective when the support they give is focused on the achievement of specific outcomes.
- TAs can be part of a package of support for the individual child but will never be a substitute for the teacher's involvement with that child.

## Section 10 : Request for Statutory Education, Health & Care Assessment

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;

- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- keeping parents and carers informed and giving support during assessment and any related decision-making process;
- making parents and carers aware of sources of information, advice and support;
- providing all information in an accessible way for parents with English as an Additional Language;
- producing an SEN Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.
- hosting Parent Information Evenings and "Drop Ins" with specific SEND Agendas which encourage and welcome active participation and feedback.

## Section 11 : Involvement of Children

Children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their individual progress through the use of layered targets. We endeavour to involve all children fully by encouraging them to:

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEN Support Plan; and
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future where appropriate.

## Section 12 : Supporting Pupils at School with Medical Conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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

In accordance with the school's:-

- Managing Medicines in School Policy
- Management of Asthma Guidance
- DFE Supporting Pupils with Medical Conditions Guidance
- Health & Safety Policy
- Safe Practice in Out of School Visits Policy
- Safe Practice in PE Policy

Norton Junior School staff have a high awareness of all children on the Medical Conditions Register, including those children with Asthma, and holds individual Health Care Plans which are regularly reviewed and updated.

## Section 13 : Effective Transition

Specific arrangements for transition to and from Norton Junior School include:-

Rigorous and embedded practice to ensure effective and timely transition arrangements are in place for all children moving into and out of our school. For SEND children additional arrangements may include:

- A calendar of planned for and opportunistic visits between KS1 and KS3 feeder schools when children can: meet and participate in lessons with their new teachers; attend celebratory events and experience other unstructured parts of the school day (eg lunch and after school activities)
- A series of cross phase handover Inclusion Leader meetings ensure high awareness of SEND and all other pupil needs so that effective pastoral and academic support can be in place immediately upon transfer
- Pastoral / Learning Mentor support staff liaison to address individual and collective perceived fears and anxieties linked to transition
- Additional 1:1 or small group familiarisation visits for pupils to build confidence and self esteem
- Attendance at key SEND/Team Around the Child/Annual Review meetings to promote high awareness of personal and confidential information
- A personalised transition programme will be devised jointly between pupil, parent and school for all children with SEND this may include: a programme of additional visits to the receiving school as appropriate; creation of Photo books for reference over holiday periods; joint parent and child familiarisation visits or the allocation of "Celebration Buddies" etc .
- For children with an Education Health & Care Plan in transition years, the SENCO will also attend any Annual Reviews for the children at their feeder school if invited.

## Section 14 : Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision ([see Admission policy for the school](#)).

## Section 15 : Exam Access Arrangements

Throughout the school, consideration is given to SEND children during whole school test weeks in order to ensure pupils are able to access the test material and that a true reflection of an individual child's ability is recorded.

During end of Key Stage 2 SATs examinations particular focus on SEND children ensures applications for additional access arrangements are made well in advance in line with their entitlement – examples of additional support may include:

- Allowing a child additional time to complete the test
- Use of a scribe
- Delivering a translated version of the mental mathematics test to a child with limited fluency in English
- Other specific allowances for children with visual or hearing impairments

## Section 16 : Storage of Records

SEND documentation and record keeping is in line with:

- DMBC's Data Retention Policy and Guidelines
- School's Confidentiality Policy
- Internet Access Policy
- On-line Child Protection Management System

## Section 17 : Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by the Head teacher. If necessary, the Governor with specific responsibility for SEND may be involved. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure ([see separate Concerns & Complaints Policy](#)).

## Section 18 : Other Key Members of Staff in our School

Key members of staff with specific responsibility for Safeguarding, Managing Medical Needs of Pupils, Pupil Premium and Looked After Children funding:-

Adrian Hayes	- Designated Teacher with Specific Safeguarding Responsibility
Ruth Ford	- Deputy Designated Person with Specific Safeguarding Responsibility (Looked After Children)
Nicola Jones	- Assessment Coordinator with Specific Pupil Premium responsibility
Lorraine Hollingworth	- Deputy Designated Person with Specific Safeguarding Responsibility
Ingrid Hodgson	- Learning Mentor
Helen Smith	- Learning Mentor
Jo Moody	- SENCO Support Assistant

## Section 19 : Links with Other Services

Effective working links are maintained with a range of services including:

Service	Contact number	Email address
Educational Psychology Service	01302 737291	Education.psychology@doncaster.gov.uk
The Special Educational Needs Team	01302 737209 or 737210 or 737211	<a href="mailto:sen@doncaster.gov.uk">sen@doncaster.gov.uk</a>
Parent Partnership Service	01302 736920	<a href="mailto:parent.partnership@doncaster.gov.uk">parent.partnership@doncaster.gov.uk</a>
Attendance & Pupil Welfare Service	01302 737235	<a href="mailto:apws1@doncaster.gov.uk">apws1@doncaster.gov.uk</a>
Virtual School for Children in Care	01302 737242	<a href="mailto:ViCEducationService@doncaster.gov.uk">ViCEducationService@doncaster.gov.uk</a>
Children with Disabilities Team	01302 735885	<a href="mailto:dcr@doncaster.gov.uk">dcr@doncaster.gov.uk</a>
Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments)	01302 862332	
Education Standards & Effectiveness Officer – SEN/D	01302 735978	<a href="mailto:jenni.machin@doncaster.gov.uk">jenni.machin@doncaster.gov.uk</a>
Ethnic Minority And Traveller Achievement Service (EMTAS)	01302 734225	<a href="mailto:emtas@doncaster.gov.uk">emtas@doncaster.gov.uk</a>
School Nursing Service	01302 566776	<a href="mailto:cyp&amp;fschoolnurses@rdash.nhs.uk">cyp&amp;fschoolnurses@rdash.nhs.uk</a>

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

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

This SEND Policy was updated in March 2017 and will be reviewed annually by the Governing Body.