



# SEND Policy

## October 2025

PERSONS RESPONSIBLE FOR POLICY:	Emma Gill
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REVISION DATE	REVISION VERSION	SUMMARY OF CHANGES	WEBSITE
March 2021	2		
March 2022	3	Section 1:Change to named governor	
October 2022	4	Section 1 : Change to named governor addition of Assistant SENDCO Section 2 : Updated supporting documents, KCSIE 2022, SEND Code of Practice update. Section 19: Link to DPV inserted Section 20: Local Offer link update	
October 2023	5	Section 1 : Change to named Head Teacher	

October 2024	6	Section 2 : Updated supporting documents, KCSIE 2024 Section 18 : Change to include Mrs Kelly as DSL	
October 2025	7	Section 2 : Updated supporting documents, KCSIE 2025	

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**NOTE: Child/ children are used throughout to refer to children and young people unless a quote e.g. from the Code of Practice**

**Section 1: Main Contact details**

Name and contact details of the Head teacher: Mrs P Cousins

Tel: Upper Site 01302 842164  
Lower Site 01302 840200

Name and contact details of the SEND Co-ordinator: Mrs E Gill

Tel: 01302 840200 (Lower Site) 01302 842164 (Upper Site)

The school's Assistant SENDCO is Rebecca Tembey

There is a named Governor with responsibility for SEND

The SENDCO was awarded the National Award for SEND Co-ordination (NASEN Co award) in April 2014.

## **Section 2: Legislative Compliance**

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies

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

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' updated April 2020 to reflect impact of Corona virus
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2025) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

Our school has separate policies in place for:

- Safeguarding
- Accessibility
- Assessment
- Positive Behaviour and Anti-Bullying

Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010. This can be found on the school website

[Travis St Lawrence CE Primary School](#)

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

[SEND: guide for parents and carers - Publications - GOV.UK](#)

## **Section 3: Profile and Values**

### **Our School Profile**

Travis St Lawrence is a Church of England mainstream primary school for children aged 4 to 11. It is an inclusive school where all children are valued and the Staff and Governors are committed to the provision of high quality educational opportunities for all regardless of race, gender and disability.

At Travis, we believe that 'Together we belong, believe, learn, achieve'. Our vision is underpinned by the 'Parable of the Sower', so we always strive to be the 'good soil', being the best learners, every day.

### **Rationale**

All children are entitled to a broad and balanced curriculum and should be taught in such a way that allows them to access the curriculum and to enable them to reach their full potential. Our SEND policy reinforces the need for teaching that is fully inclusive. We adopt a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. The SEND code of practice makes it clear that all teachers are teachers of pupils with special educational needs

### **Our School Values**

We celebrate our children's strengths, interests and individuality

We have high expectations and aspirations 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**

We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- encourage high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- explain what we do, when, why and how
- meet our statutory duties

Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to deploy support staff effectively
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to develop and support the role of Special Educational Needs Co-ordinator(SEND CO) 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, ensuring there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## **Section 5: Definitions of SEN and of Disability**

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 Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social 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, language or social communication at different times of their lives.
- The **SENDCO** will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

## **Cognition and Learning**

- Pupils with learning difficulties may require support
- 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 **SENDCO** 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 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 depression, and the school will implement a **Social, Emotional and Mental Health (SEMH) Policy** to support pupils with these difficulties.

The school 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 **Positive Behaviour Policy**, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

## **Sensory or physical needs**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure 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.
- 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. 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.

  

- Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:
- A tendency to set fires

- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

## **Disability**

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 SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

### 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'.

Difficulties related solely to difficulties in English as an additional language are not SEND. 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
- Being of Ethnic Minority or Traveller origin

## **Accessibility and Reasonable Adjustments**

Reasonable adjustments are a natural part of meeting the needs of the children and adults at Travis St Lawrence. They are made on a need basis responding directly to the needs of the child or adult at the present time. Adjustments are shared and discussed with parents and children to ensure their effectiveness and monitored in regards to the learning of the child. The school strives to plan for the needs of pupils with regards to accessibility to both the curriculum and the physical environment through the Access Plan

## **Extra Curricular Activities**

Children with SEND are integrated into the life of the school, hold positions of responsibility, represent the school in productions and participate in visits out of school.

Children requiring additional SEND support on an educational visit are identified in the planning process when drawing up a risk assessment. The school will seek to ensure that all children with SEND participate in educational visits.

All children, with or without a SEND, are encouraged to take part in the school sports day, irrespective of skill or level of impairment.

All children with SEND have access to extra-curricular activities

## **Section 6: Graduated approach to identifying if a child requires SEND Support**

Whole school general identification and assessment

The importance of early identification, assessment and provision for any child who may have SEND cannot be over emphasised. To assist in the early identification of children with SEND the school will make use of appropriate screening and assessment tools which, along with assessment of children within the National Curriculum, enable the school to consider children's achievement and progress.

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 the progress and attainment of all pupils every term with the Senior Leadership Team, at which time, provision may be adjusted to meet identified needs
- 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.

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

All our children will have access to quality first teaching enhanced, where appropriate, through low level, short term interventions.

e.g. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and scaffolding support 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.

### **Examples of Curriculum Access and Provision**

Where children are underachieving and/or identified as having high incidence, low need, 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 scaffold learning activities as part of quality first teaching
- preparation for new learning experiences and vocabulary development
- low level, short term, evidence based intervention programs such as 'Read Write Inc and Fresh Start'
- targeted additional adult group and, where appropriate, individual support
- Fine and Gross Motor control support groups
- bilingual support/access to materials in translation
- using a wide variety of curriculum resources
- SMART target setting
- booster intervention groups, reading/phonics groups,
- Pastoral Support, Thrive, friendship and support groups
- Nurture Groups

### **Monitoring and Evaluation of progress**

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

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

The Children and Families Act 2014 and the SEND Code of Practice 2014 introduced 'SEND Support' to replace School Action and School Action Plus from September 2014. 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 deploys a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

If after a period of time of short term interventions, class based strategies and setting SMART targets, progress is not made over time a child may be considered to need SEND Support.

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

- the class teacher, 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 well-planned and tailored curriculum offer;
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate on an Optimum Learning Plan (OLP) (SEND Support Plan);
- children will have targets they can understand;
- our OLPs 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 OLPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their SSP;
- our OLPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- our OLPs will have a maximum of four SMART targets;
- targets for an OLP 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 (SENDCO)
- our OLPs will be time-limited – at termly review, there will be an agreed "where to next?";
- our OLPs 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, including an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

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

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

## **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 EHCP. 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**

### **General**

The Head teacher and the Governing Board have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO (Mrs E Gill) 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 (Mrs P Cousins) 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

All staff are provided with continuing professional development relating to SEND as is deemed appropriate through the analysis of the provision map and in response to specific needs of the children. The SENDCO and Assistant SENDCO attend Local Network Meetings on a termly basis.

## **Head teacher**

The Head teacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn

## **Special Educational Needs Coordinator (SENDCO)**

Our SENDCO 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 SEND 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 OLPs
- co-ordinate multi agency meetings and statutory Annual Reviews for children with a Statement of SEND 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 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

## **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; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

## **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 can be part of a package of support for the individual child but are never be a substitute for the teacher's involvement with that child.

## **Section 10: Partnership with Parents/Carers**

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

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having 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 SEND Information Report that will be published on the school website;
- Publishing information about the Pupil Premium (expenditure & impact) on the school website.

## **Section 11: Involvement of Children**

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

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and
- 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 (SEND) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

A personal Medical Care Plan is put in place for children with medical conditions. This outlines the specific medical needs of the child and the actions/care that needs to be carried out in school. This plan is put in place after discussion and agreement with parents and medical professionals, is applicable, and where ever possible the child.

## **Section 13: Effective Transition**

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups, in particular the transition between Year 2 and 3 where the children move to another building, and when moving onto the next phase of education.

Transition between year groups is planned well in advance of the change and is tailored to the particular needs of a child with SEND. This may include familiarisation activities, learning new routines, additional opportunities to build new relationships with staff and other pupils. A transition plan is discussed and put in place.

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, again, may include additional familiarisation visits, buddy/mentoring activities, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, they and their parents will be encouraged to

consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate. We will discuss transition needs of all children with Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.

A transition plan 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.

## **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**

In KS1 and 2 applications for access arrangements follow DfE Guidance.

## **Section 16: Storage of records**

The Information Management Policy describes how and for how long documents are stored. This should be read in conjunction with the Confidentiality Policy.

## **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 SENDCO, 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: Other key members of staff in our school**

Mrs Cousins is the designated teacher with specific safeguarding responsibility.

Mrs Jenkinson, Mr Heyes and Mrs Kelly are the deputy designated teachers with responsibility for safeguarding.

Mr Cousins is responsible for managing PPG/LAC funding.

Mrs Gill is responsible for managing the school's responsibility for meeting the medical needs of pupils.

## **Section 19: Links with Other Services**

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email [psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)

Parent Partnership Service: Contact number 01302 736920 or email [parent.partnership@doncaster.gov.uk](mailto:parent.partnership@doncaster.gov.uk)

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email [apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)

Virtual School for Children in Care: Contact number: 01302 737242  
[CiCEducationService@doncaster.gov.uk](mailto:CiCEducationService@doncaster.gov.uk)

Children with Disabilities Team: Contact number: 01302 735885 or email [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email [emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

<https://www.doncasterchildrenstrust.co.uk/>

Doncaster Parent Pupil Voice – Contact Number : 01302 637566 or email [dpvoice@doncastercarers.org.uk](mailto:dpvoice@doncastercarers.org.uk)

Website and Facebook page links below

<https://www.doncasterparentsvoice.co.uk/>  
<https://www.facebook.com/parentforumdn/>

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

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Update due: October 26