



Let Your Light Shine

Matthew 5:16

SEND POLICY

PERSON RESPONSIBLE FOR POLICY:	SHARON PATTON (EXECUTIVE HEADTEACHER) JACKIE SHELTON (HEAD OF SCHOOL)
TO BE REVIEWED:	ANNUALLY
THIS REVIEW	SEPTEMBER 2025

Our Mission Statement:

We aim to provide a high quality of education for all, recognising everyone's value and worth, helping them to achieve their full potential, and sharing the love of God made known through Jesus Christ.

Let Your Light Shine

On everyone, everywhere, everyday

Matthew 5:16

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Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Name and contact details of the Executive Head teacher and Head of School:

Mrs S Patton **Canon Popham C of E Primary Academy**
Mrs J Shelton **01302 884465**

enquiries@cpa.dsat.education

Name and contact details of the SEND Co-ordinator:

Miss S Simpkin **Canon Popham C of E Primary Academy**
01302 884465

sendco@cpa.dsat.education
enquiries@cpa.dsat.education

Section 2: Legislative Compliance

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

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

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- National Curriculum 2014

2.2 Our school has separate policies in place for:

- Safeguarding,
- Behaviour,
- Medicines,
- Accessibility,
- Anti-Bullying,
- Attendance.

2.3 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 viewed on the school website: www.stoswaldsacademy.co.uk

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

Section 3: Profile and Values

3.1 Our School Profile

Our school is a Church of England academy with one form entry from Nursery to Year 6. Each class teacher is responsible for the progress of all children in their class and tasks are differentiated to meet the needs of pupils with SEND.

3.2 Our School Values

In our school we...

- Provide children with a high quality education; our merit values and a positive ethos are at the heart of the school.
- Develop every child's full potential and strive for the achievements of high standards.
- Provide a safe, welcoming environment where everyone feels valued.
- Nurture the personal, social and spiritual development of individuals into caring and responsible people.
- Encourage good behaviour within a framework of mutual trust and respect.
- Promote independence, encouraging children to take responsibility for their learning and behaviour.
- Promote strong links between school, home and community.
- Inspire everyone to develop intellectually, physically and creatively.
- Ensure that all children have equal access to broad, relevant and stimulating teaching and learning opportunities.
- Have challenging but realistic expectations of each child

Section 4: Aims and Objectives of our approach to SEND

4.1 We aim to:

- put our values into practice every day
- use our best endeavours to achieve maximum inclusion and success for all our children
- to provide high quality teaching and learning which meets the needs of the individual child
- promote high levels of participation from children, parents and carers
- have a clear focus on steps toward positive life-long outcomes
- meet our statutory duties

4.2 Our Objectives are:

- to raise the aspirations of and expectations for all pupils with SEND
- 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 identify special educational needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- to ensure that every teacher offers 'quality first' teaching for every child, including those with SEND, through well targeted and continuing professional development

- 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 focus on outcomes for children and not just hours of provision or support
- 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 ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners

Section 5: Definitions of SEN and of Disability

5.1 SEND Definition

A child has special educational needs where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age. (New SEND Code of Practice - 6.12).

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant 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.

5.2 The New SEND Code of Practice describes four broad categories of need, these being:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

The school uses these categories of need to broadly identify aspects of the Primary Area of Need for children. In addition the school considers the needs of the whole child in more individual detail.

5.2 Communication and Interaction (C and I)

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

Children with Autism Spectrum Condition (ASC), may 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)

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 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 SEND or a disability.

The school recognises that there are other issues that may impact on progress and attainment, that in themselves are NOT Special Educational Needs. These include:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools under current Disability Equality Legislation – these alone do not constitute SEND)
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of the Pupil Premium
- Being a looked after child
- Being a child of a serviceman/woman
- Disability

Section 6: Graduated approach to identifying if a child requires SEND Support (further information is provided in the school SEND Information report which is available on the school website)

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.

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

- 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.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.
- The whole school provision map enables us to:
 - plan strategically to meet children's identified needs and track their provision;
 - audit how well provision matches need;
 - recognise gaps in provision;
 - highlight repetitive or ineffective use of resources;
 - cost provision effectively;
 - demonstrate accountability for financial efficiency;
 - demonstrate to all staff how support is deployed;
 - inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

6.3 Examples of Curriculum Access and Provision

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

- Quality first teaching which involves clear differentiation by use of adaptive teaching and generative learning
- Read Write Inc. phonics programme which facilitates closely differentiated learning and frequent assessment
- Get Writing programme
- 'One to one' Phonics programme to support children off track
- Targeted adult support to overcome barriers in learning
- Access to social and emotional interventions such as 'Socially Speaking' and 'Volcano in my Tummy', weekly myHappyMind sessions <https://myhappymind.org/>
- With Me In Mind consultations working 1:1 with targeted children and their families <https://withmeinmind.co.uk/doncaster/>
- Named intervention programmes specific to needs of the child.

All children are encouraged to attend extra curricular activities. Additional access arrangements can be made to accommodate specific needs.

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes
- work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- informal feedback from all staff
- child and parental 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 and the head teacher
- head teacher's report to parents and governors

6.5 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 has introduced SEND support to replace School Action and School Action Plus from September 2014. We will meet with parents during the autumn term to discuss whether their child should continue to receive SEND provision at this level. Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

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

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires 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-differentiated curriculum offer
- we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on a SEND Support Plan or education support plan (ESP))
- children will have targets they can understand
- our ESPs 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 ESPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership' of their ESP
- our ESPs 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 ESPs will have a maximum of four SMART targets
- targets for an ESP 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 ESPs will be time-limited – at termly review, there will be an agreed "where to next?"
- our ESPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

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

Section 7: Request for statutory education, health and care assessment

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEND support up to £6,000 per year for each individual child. Children with no 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: Statement of Special Educational Needs or Education Health and Care Plan

Children with an Education Health and Care Plan (post September 2014) 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 statement/plan. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice 2014.

Section 9: Management of SEND within our school (further information in SEND Information Report which can be found on the school website)

<https://www.canonpopham.co.uk/information/send/>

9.1 General

The Executive head teacher has delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Executive Head Teacher on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENDCO where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. New staff will receive information about school practices to support pupils with SEND as part of their induction to the school.

9.2 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.

9.3 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 SSPs.
- 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.

9.4 Classroom and subject teachers

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

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENDCo and Head teacher;

- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

9.5 Learning Support/Teaching Assistants

- LSAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENDCO.
- we deploy our LSAs depending on their level of experience.
- our LSAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSAs 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; and
- 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 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 in Mathematics and English so that they know what their targets are and why they have them;
- self-review their progress;

- monitor their success at achieving the targets on their SEND Support Plan if they are on the SEND register;
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future (if they are on the SEND register).

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 an EHCP which brings together health and social care needs, as well as their special educational provision.

Children with medical needs have a NHS Health Plan which identifies how their additional medical needs are met in school. These plans are reviewed on an annual basis in consultation with parents.

Section 13: Effective Transition

- For all children, we will ensure early and timely planning for transfer into our school from a range of private providers through liaison with the EYFS 2 teacher and the nursery settings.
- Meeting are held between teachers to share information at the end of each school year.
- The year 6 teacher is responsible for transition to year 7.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, parental/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.

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 will be made following DfE Guidance.

Section 16: Storage of records

SEND records are stored securely in a cupboard in the SENDCo's classroom and on CPOMs. Class teachers have copies of SEND Support Plans/ Statement Support Plans to guide their on going support for children with SEND.

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

Name of Designated Teacher with specific Safeguarding responsibility: Mrs S Patton/Mrs J Shelton
Deputy: Mrs D Milnes

Name of member of staff responsible for managing PPG/LAC funding: Mrs S Patton

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils : Mrs J Shelton

Name of member of staff with specific responsibility for emotional and mental health: Mrs S Patton/Mrs J Shelton

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

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

This SEND Policy was updated in September 2024 and will be reviewed annually.