



Richmond Hill Primary Academy

Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

<p>Name of the Principal: Mrs D Secker</p> <p>Name of the Trust Executive SENCO – Jill Walker</p> <p>Name of the SEND Co-ordinator: Mrs Melanie Robinson Miss Charlotte Russell (Assistant SENCO)</p> <p>Accreditation: D. Secker has been SENCO for 14 years. Post Graduate Diploma in SEN, NPQH</p> <p>M. Robinson: PGCERT, NPQML, National Award for SEN Co-ordination May 2017</p>	
<p>Date of previous Policy: 1.9.18</p> <p>This Policy has been co-produced with Kirk Sandall Academy Doncaster using the model framework from Doncaster and following NASEN guidelines.</p>	<p>Update: 1.9.19</p> <p>Reviewed in consultation with Jill Walker - Trust Executive SENCO/Nexus Multi Academy Trust</p>
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CONTENTS

Section 1: Main contacts and Policy details

Section 2: Legislative Compliance

Section 3: Our School Profile and School Values

Section 4: Aims and Objectives of this Policy

Section 5: Definitions of SEN and of Disability

Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support

Section 7: Request for statutory Education, Health and Care needs assessment

Section 8: Statement of Special Educational Needs or Education Health and Care Plan (EHCP)

Section 9: Management of SEND within our school

Section 10: Partnership with Parents/Carers

Section 11: Involvement of Children

Section 12: Supporting pupils at school with medical conditions

Section 13: Effective Transition

Section 14: Admission Arrangements

Section 15: Accessibility and Exam Access arrangements

Section 16: Storing and Managing information

Section 17: Complaints

Section 18: Other key members of staff

Section 19: Links with Other Services

Section 20: Information on where the Local Authority's Local Offer is published

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
- The National Curriculum in England Key stage 1 & 2 framework document.
- Schools SEN Information Report Regulations 2014

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Disability Equality, Inclusion, Anti-Bullying also other appropriate policies.

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This can be located on our website under the heading 'SEND/Inclusion'.

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/publications/send-support-easy-read-guide-for-parents>

Section 3: Profile and Values

3.1 Our School Profile

Richmond Hill Primary Academy is a voluntary converter Academy. It is a mainstream Academy serving children from the age of 3 to 11.

Our Academy is two form entry with three forms in Year 6. From Reception core subjects are set in mixed ability groupings. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The presence of children with either a disability or special educational needs is warmly welcomed by all academy staff and Governors. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times.

Richmond Hill Primary Academy is an inclusive school which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

These four broad categories give an overview of the range of needs that the academy plans for with good outcomes achieved for these children. Support and provision is directly led by the planned outcomes for the child and the progress the child makes towards these. The person centred planned outcomes therefore are the primary focus of the academy.

3.2 Our School Values

We adhere to our core school and British values, based upon...

Perseverance, resourcefulness, democracy, thoughtfulness and sharing.

- 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

As a mainstream voluntary converter academy Richmond Hill is committed to ensuring the best possible outcomes for children with SEND and raising the expectations and aspirations of our children.

We work in collaboration with other schools and multi-agencies across the Local Authority to ensure consistency of approach. Members of staff attend relevant training in a graduated approach – all staff receives basic awareness training and staff who works directly with children who have a particular need receive enhanced training which addresses how to meet that need on a regular basis. The Academy annually buys into the Local Authority SEND Network package to provide specialist training for the SENCOs. The Package provides three training days a year for the SENCOs. The Network allows the SENCOs to keep abreast of current legislative and statutory duties along with training on specific needs providing the SENCOs with enhanced level skills or knowledge to facilitate the support and training of others.

As an academy we aim to...

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

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development
- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests

- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly
- 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 (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- to 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

5.1 SEN Definition

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

DfE (2014) SEND Code of Practice 15-16

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and

learning arrangements normally provided as part of high quality, personalised teaching.

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

5.2 Communication and Interaction (C and I)

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

Children with Autism Spectrum Condition (ASC), 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
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment;
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN. Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called 'SEMH' when there

is a detrimental impact of social, emotional or mental health needs, resulting in the child not attaining at age expected levels.

For example, a child who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement the behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

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

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

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

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

5.7 **Disability**

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

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

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all Academies to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Academies are required to produce written accessibility plans for their individual Academy. Richmond Hill's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website under the "SEND/Inclusion" tab.

All pupils from the age of 5 are given the opportunity to apply to access the following extra-curricular clubs:-

- Football
- Gymnastics
- Dance
- Athletics
- Lego
- Baking
- Basketball
- Cheerleading
- Art

Section 6: Graduated approach to identifying if a child requires SEN Support (See SEN Information Report & Academy's Local Offer)

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 (APDR))
- **Thrive whole school assessment**
- **Individual Thrive and Boxhall action plans**
- listening to and following up parental concerns
- listening to and taking into account the child's views, wishes and feelings
- One page profiles, SEN support plan, Medical care plan, provision map (group or individual), in-school tracking systems.
- 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
- In school diagnostic testing to inform interventions or approaches.
- 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.
- Use of TAP meetings to monitor progress and analyse formative and summative assessment on a termly basis. During the meetings plans are formulated focusing on children's outcomes – this involves the SENCO, Principal, Relevant members of SLT, Class Teachers and support staff.

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 SEN.
- 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.

- teachers differentiate learning activities as part of quality first teaching
- 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
- Thrive and Boxhall individual/group/class targets**
- Precision teaching
- Diagnostic assessments of need fed into interventions
- Bilingual support/access to materials in translation
- Differentiation of curriculum resources
- Peer mentors
- Homework/learning support club
- SMART** target setting
- Booster intervention groups
- Emotional care, nurture, and friendship support groups**
- Co-ordination and handwriting support groups
- Speech production and understanding the social use of language support groups.
- Computer and key board skills.
- Support to participate in the life of the school
- Use of Makaton in classrooms (where appropriate)

6.4 Monitoring and Evaluation of progress

- Ongoing assessment of progress against targets and expected outcomes
- Work sampling and moderation file

- 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
- Tracking and progress (TAP) meetings about children's progress between teachers and the head teacher
- Head teacher's report to parents and Governors

6.5 Additional SEN 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 SEN 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 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; recorded in the year group provision map.
- we will agree SMART targets towards long, medium and short 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 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 SSPs will have SMART targets;
- targets for an SSP will be arrived at through:
 - o discussion, wherever possible, with parents/carers, teachers, support staff and the child
 - o discussion with other practitioners as appropriate
 - o classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) and other senior leaders (as appropriate);
- our SSPs will be time-limited – at termly review, there will be an agreed "where to next?";
- our SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time.

Where the child's class teacher, 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.

Every child at Richmond Hill Primary Academy has Individual Targets. Within these for our SEND pupils will be kept their school support plan, SEN support plan, One page profile these are monitored half termly by the teacher, termly with parents and those pupils with a SEN support plan, statement or EHC Plan have an additional school review. **Pupils who access Nurture Group will have a termly Boxall assessment which creates individual social and emotional targets.**

The Academy uses a range of assessment criterion scales for reading and writing. The Academy also has some in depth assessments for literacy/maths/motor skills that feed into tailoring individual interventions – these are delivered by the SENCOs- **J Walker** and M Robinson, Reading Manager- C Stocks or V Nixon PE Specialist.

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

For some children with SEN, despite the Academy, 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 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

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.

Staff new to school will have induction from the SENCo on the Academy's SEND Policies and procedures. CPD will target priorities for SEND children as set out in the school improvement plan or meeting the needs of individual children or staff members. The Academy SENCO regularly attends the Doncaster Local Authority Network forums. The Academy's SEN information report is available on the website under the 'SEND/Inclusion' tab.

9.2 Principal

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

9.3 Special Educational Needs and Disabilities Coordinator (SENDCO)

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

- be a qualified teacher working at our Academy. 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 SEN
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN
- liaise with parents of children with SEN, 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 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 SEN
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes
- attend SENCO network meetings and training as appropriate
- liaise with the school's SEND Director, keeping them 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 SEN 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 Learning Support/Teaching Assistants / Inclusion Support

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

Section 10: Partnership with Parents/Carers

Our Academy 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; Open door policy to discuss any issues that may arise with our Inclusion Team (Pupil Mentor, Inclusion Manager, Reading Manager, SENCO).
- 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 SEN, 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.

- Consulting children, parents, carers and the community of the Academy on issues of accessibility and equality.

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 peer and self-evaluation. 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 SENSupport Plan; and
- create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future. Pupil views are also fed into the child's SEND reviews which take place twice a year.
- Parents and the community are consulted on the accessibility of the Academy and plan outcomes to improve accessibility for SEND pupils and adults.

Copies of the Adult and child questionnaire are available on the school website.

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. The school has a policy for 'supporting children with medical conditions', which can be found under the "Policies" tab on the school website.

Section 13: Effective Transition

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school or class, transition meetings and class transition week for all children are held and arrangements discussed. For children with SEN this may include additional familiarisation visits, peer activities, social stories, 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 SEN or an Education Health and Care Plans at their statutory Annual Reviews.
- Looking towards Y9, we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood.
- A transition plan will be produced and shared with the family with the involvement of the receiving school.
- For children with an Education Health & Care Plan in transition years, the SENCO will also be invited to attend any Annual Reviews for the children who are transferring.

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 Academy*).

Section 15: Exam Access arrangements

The statutory examinations our children take at the end of Key stage 1 & 2 are designed to be accessible to the majority of pupils in the specified amount of time without any modification. In the case of children with SEND, they may be eligible for access arrangements. However these arrangements must be part of normal classroom practice for the child.

For some children with slow writing speed or fine motor difficulties it may be appropriate to download the appropriate form for using an amanuensis or making a transcript.

For pupils with visual impairment it may be necessary to order modified or large print test papers.

Some access arrangements require permission from the Local Authority (e.g. additional time or early opening of tests). Applications for these arrangements to be considered must be filled in online by the Academy at the NCA Tools website.

A number of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that are affected by a condition that means they cannot demonstrate their true potential in the set amount of time.

Section 16: Storage of records

Our Academy aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Documents in paper format relating to pupils on the SEND register will be stored in their Pupil File in fireproof cabinets in the Inclusion area; these cabinets are locked. SEND records will be passed on to a child's next setting when he or she leaves Richmond Hill Primary Academy.

Electronic files repeating them, are saved securely on the Academy's secure sharepoint drive.

The Academy has a Confidentiality policy which applies to all written pupil records.

Section 17: Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Principal. The Academy Board Director with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Academy complaints procedure (*see separate Complaints Policy*).

Section 18: Other key members of staff in our school

Name of Designated Teachers with specific Safeguarding responsibility – Deborah Secker, Kelly Cousins, Jill Foster, Kevin Norton, Mel Robinson, Karen O'Keeffe, Marcia Lord

Name member of staff responsible for managing PPG/LAC funding – Kelly Cousins Vice Principal, Safeguarding Lead and LAC lead, Karen O'Keeffe Assistant Head and Marcia Lord Inclusion support and Deputy Safeguarding lead.

Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils- Mel Robinson, Kelly Cousins, Julie Found.

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

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

Saidsend (Parent Partnership Service): tel: 01302 734951
email: saisend@doncaster.gov.uk
facebook: www.facebook.com/donsaisend

Attendance & Pupil Welfare Service: tel: 01302 736504
email: welfare.service@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
Website: <http://www.doncaster.gov.uk/services/schools/virtual-school-for-children-and-young-people-in-care-education-service>

Children with Disabilities Team: Contact number: 01302 734100 or
email: General.Enquiries@dcstrust.co.uk
Website: <https://www.doncasterchildrenstrust.co.uk/how-we-can-help-you/children-disabilities>

Education Standards & Effectiveness Officer – SEN/D: Website:
<http://www.doncaster.gov.uk/services/schools/education-standards-and-effectiveness>

Ethnic Minority And Traveller Achievement Service (EMTAS):
(01302) 734225 or by Email: emas@doncaster.gov.uk

Links with other schools

The Academy is the lead school in a Multi-Academy Trust named 'The Rose Learning Trust'. **Currently there are six other schools in our MAT including; Woodfield Primary, Balby Central Primary, Owsten Academy, Crowle Primary Academy, Lakeside Primary and Hatchellwood Primary School.** Being part of a Multi-Academy Trust enables staff and SENCOs to share their expertise and maximise effective practises for better outcomes for our children. SENCOs from all school meet at least four times per year to share news and procedures related to SEND.

The Academy is a Lead member of 'The Yorkshire Triangle' network of schools this is in partnership with Stocksbridge Junior School Sheffield, Loxley Primary School Sheffield, Ridgeway Primary School Sheffield, Stannington Infant School Sheffield, Stocksbridge Infant School Sheffield, Barnburgh Primary School Doncaster, Woodfield Primary School Doncaster, Craggs Primary School Maltby. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise

As an academy we also support two local primary schools.

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 September 2019 and will be reviewed annually by Richmond Hill Primary Academy Board of Directors