

Maple Medical PRU



Policy for Special Educational Needs and Disability (SEND)

Date Written	Jan 2022
Approved by Head teacher	Jan 2022
Approved by Management Committee	Jan 2022
Review date	Jan 2024

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Section 1: Main contacts

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Section 2: Maple, Our Values and Vision

Introduction

Maple Medical PRU has a named SENCO who has completed the Government SENCO qualification and a named Management Committee Member responsible for SEND. They ensure that the Maple's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. The named SENCO is Lois Cherrington who is part of the Senior Leadership Team. There is also an assistant SENCO, Gemma Langley who is working towards achieving the Government SENCO qualification. The named Management Committee member for SEND is Dr Steph Ward.

At Maple Medical PRU we believe in treating all pupils as individuals and catering for their individual needs. This includes children with special educational needs and disabilities (SEND). We recognise that pupils have individual educational needs that should be taken into account and we aim to provide effective support for them. All pupils with SEND are valued, respected and equal members of the school. Staff will work to ensure that all pupils maintain high levels of self-esteem in order to achieve their full potential. At the earliest opportunity support will be given to pupils by members of staff, working in partnership with parents. Maple Medical PRU is following national and Local Authority (LA) guidelines for the inclusion of all pupils. The effectiveness of provision for pupils with special educational needs will be monitored and evaluated, with reference to the School's Assessment Policy, by the SENCO, members of the management team and the management committee member with responsibility for SEND.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

For the purpose of this policy the term TSA refers to both teaching support assistants and special educational needs assistants.

Our School Profile

Maple Medical PRU is an educational provision for pupils across the Doncaster Metropolitan Borough. It consists of the Hospital School which caters for children who are in Hospital, the Link Education Centre which caters for pupils who are too ill for school but not requiring hospitalisation and we also cater for pupils on home tuition for medical reasons; JASP Education Centre for pupils with severe and enduring mental health needs as diagnosed by CAMHS; Young Parents Centre for school age mothers and mothers to be; and Mulberry for KS2, KS3 and KS4 pupils with a diagnosis of ASD. There is also a nursery attached for the babies of our young parents.

Our School Values

Maple Medical PRU is committed to;

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society
- providing equal access to a broad and balanced curriculum which:
 - (a) meets statutory requirements;
 - (b) reflects the cultural diversity of society;
 - (c) meets the needs of all pupils;
 - (d) develops skills for independence and a pathway for an active role in society
- maintaining close contact with the home: making parents/carers welcome in the school and to enable them to play a full part in the education of their children.
- celebrating our children's strengths, interests and individuality
- having high expectations and aspirations daily for all our children
- ensuring the views, wishes and feelings of our children are central to all we do
- ensuring that we work positively and proactively with parents/carers and others involved
- enabling our pupils to feel secure, safe and valued
- encouraging our pupils to participate in the life of our school
- ensuring that our teachers are teachers of children with SEND and are responsible for their progress and development

Section 3: Legislative Compliance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 (September 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 September 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 Inspection Framework, September 2021
- Teachers Standards 2011 (Updated July 2021)
- National Inclusion Statement

Other supporting policies/links:

Our school has separate policies in place for:

Safeguarding, Accessibility, Children in Care, Anti-Bullying, Self-Harm, Disordered Eating, Absconding

These and further policies can be found on the Maple website: www.maplemedical.org.uk

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

The Department for Education has published a Guide for Parents/ carers on the SEND Code of Practice which can be accessed on our website.

There is a guide for parents for Mental Health and Behaviour which is on our website.

Links to Doncaster Local Offer is on our website

Section 4: Aims and objectives of this policy

Aims

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

Objectives

The 1988 Education Act affirms the entitlement of all children to a broad, balanced and relevant curriculum so our objectives are:

- To ensure the SEN and Disability Act and relevant codes of Practice and guidance are implemented effectively across the school.
- To ensure children have the opportunity to develop to their full potential with the guidance and support of their class teacher, SENCO and TSAs.
- To provide for all the needs of the child whilst encouraging inclusion in class and school activities.
- To create an environment that meets the educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND
- To promote a positive self-image and self-worth for all children
- To ensure that the needs of pupils with SEND are identified as early as possible, assessed, provided for, monitored and regularly reviewed
- To develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils in order to meet their individual needs
- To ensure access for all children to a broad and balanced curriculum
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child
- To maintain close links with support services, other schools and agencies
- To take views and wishes of pupils into account and involve them in planning and decision making
- To work in cooperation and productive partnerships with the LA and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership
- To identify the roles and responsibilities of all staff in providing for children's SEND
- To raise staff awareness and expertise through relevant training and CPD
- To ensure support for pupils with medical conditions to be fully included in all school activities by ensuring consultation with health and social care professionals

This policy describes in detail the procedures and systems which have been established at Maple, for meeting the objectives of providing an inclusive education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them to join in all school activities together with pupils who do not have SEND.

Section 5: Definitions of SEN and of disability

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The identification and assessment of the SEN of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

Within the SEN Code of Practice (2014) there are four broad areas of need identified. They are as follows:

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.

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
- 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.

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 SEND.

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 for parents/carers on managing pupils' mental health and behaviour difficulties in schools. There is a link to this document on the website

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 rehabilitation 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.

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

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.

An Accessibility plan is in place and reviewed every 2 years. Care and consideration is taken to the needs of all students. Pre-admission consultations take place to identify individual needs. Health care plans are in place when required. PEEPs (Personal Emergency and Evacuation Plan) are in place for all pupils. Adaptions are made, where necessary to ensure that our facilities are safe and welcoming to all students with SEND, such as lighting, noise, adapted chairs and equipment.

There is a rest room and quiet area available for breaks and sleeps if required. There is supervised break and lunch provision. Specialist VI, HI and ASD teachers advise and upskill staff and audit facilities.

All SEND students are encouraged to participate in educational visits, residential trips, work placements and enrichment activities. Any potential barriers as a consequence of a disability or impairment are addressed, removed and reasonable adjustments are made when needed.

Section 6: Equal opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The teaching needs of all pupils, particularly with SEND require:

- Positive attitudes from staff with an emphasis on achievement
- Partnerships with teachers that encourage them to become active learners, helping to plan, build and evaluate their own learning programme, wherever possible
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN can experiment without fear of criticism or failure
- Partnerships between home and school
- Extra support at times in order to access the National Curriculum

Maple medical PRU achieved the Inclusion Quality Mark last year

Section 7: Staff Roles and Responsibilities

Staff roles and responsibilities

Along with the Management Committee, the Head teacher is responsible for ensuring the development and refinement of policy and in monitoring arrangements for identification and assessment and programmes of support.

The Management Committee should:

- have regard to the SEN Code of Practice when carrying out their duties towards all children with SEND
- secure the necessary provision for any pupil identified as having SEND
- ensure through the Head Teacher delegation that all teachers are aware of the importance of providing for these children
- ensure they are involved in developing and monitoring the school's SEN policy
- monitor and report to parents/carers annually on the implementation and success of the school's policy and provision made for children with SEND
- ensure they are up to date and knowledgeable about the school's SEND provision including how funding, equipment and personnel resources are deployed

The named coordinator for Special Needs is Lois Cherrington.

The SENCO has a key role in determining the strategic development of the SEND policy and provision in order to raise the achievement of children with SEND. Responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs on a daily basis
- liaising with and advising fellow teachers
- managing teaching support assistants
- coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEND
- liaising with parents/carers of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- liaising with mainstream settings so support is provided for pupils as they prepare for transition.
- ensuring appropriate One Page Pupil Profiles are in place and that these are appropriate to needs of the child
- assisting class teachers to draw up One Page Pupil Profiles in consultation with other members of staff and parents/carers where appropriate.
- coordinating Annual Reviews / Educational Health Care Plan Reviews for children with statements of SEND
- liaising closely with the Head Teacher
- ensuring that records are kept for children with SEND
- monitoring One Page Pupil Profiles and Provision Map's in line with the school monitoring schedule
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.

The Head Teacher is Ms Kath Formby

It is the responsibility of the Head Teacher to ensure that:

- there is a whole school policy for SEND and that this is implemented throughout the school
- the Management Committee is kept informed of the school's SEND policy/provision
- opportunities for staff development and training are provided
- the SEND budget is allocated and used effectively
- she liaise closely with the SENCO

Teaching staff

All teachers are teachers of SEND. Therefore, all staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils.

Class teachers have overall responsibility for those pupils in their classes who have special educational needs. They are responsible for:

- ensuring that lessons are differentiated and setting suitable learning challenges, taking into account the needs of individual pupils with SEND
- taking account of different learning styles and using a multi-sensory approach
- providing a supportive working environment with ready access to materials and equipment
- identifying early concerns and putting strategies into place to support pupils' learning including involvement from the SENCO
- deploying TSAs appropriately to support the individual needs of children with SEND
- monitoring progress of individual targets
- liaising with TSAs on pupil response and progress to inform planning
- discussing concerns and keeping parents/carers up to date on their child's progress

The class teacher is ultimately responsible for the teaching and learning of each child in their class. Outside agencies, the SENCO and the TSA's may provide support but, it is only the class teacher who is able to plan for the total educational experience of the children with special needs. The individual teacher must:

- undertake specific planning for any children in the class with SEND as an integral part of their short term planning. Planning must take into account the need for differentiation and the careful match of tasks set to children's needs and abilities
- maintain clearly focused teaching plans, which target skills and concepts
- keep careful records of each child's progress so as to identify the necessary level of support
- take the lead in ensuring consultation with the SENCO
- coordinate and make optimum use of any TSA's

Teaching support assistants (TSAs)

The Teaching Assistants work alongside teaching staff making appropriate provision and supporting children's individual needs. Their responsibilities include:

- supporting groups or individual children in class as directed by the class teacher
- supporting small groups or individuals outside of the classroom where deemed necessary by the class teacher
- raising concerns and monitoring progress with class teacher
- delivering intervention programmes where needs have been identified by class teachers and SENCO
- monitoring progress of interventions and feeding back to SENCO

TSA's may also be employed to support a child with a statement of SEND. They have appropriate responsibility for the child's specific needs during their time with that child. Their responsibilities include:

- supporting the child in a 1:1 or group setting where appropriate, as directed by class teacher
- raising concerns with class teacher and SENCO
- liaising with the class teacher and SENCO on pupil response and progress
- maintaining close communication with parents/carers on child's progress
- delivering intervention programmes where needs have been identified by class teachers and SENCO
- monitoring progress of interventions and feeding back to SENCO

Section 8: Identification, Assessment and Provision

Provision for children with SEND is a matter for the whole school. The management committee, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with SEND. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established.

The importance of identifying a child with special needs early in their education is crucial. The earlier action is taken to support individuals, the more responsive a child is likely to be. It is expected that the class teacher will often be the first to identify any problems that a child may be experiencing, however we recognise that the identification of a child's needs can come from a number of other people, including GPs, parents/carers, school nurse etc.

The core of the teachers' work involves a continuous cycle of teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils require increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with SEND, Maple will adopt a graduated response. All teachers are responsible for identifying pupils with SEND and in collaboration with the SENCO, will ensure that pupils requiring different or additional support are identified at an early stage. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of One Page Pupil Profiles and SEN Register. The SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents/carers may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The class teacher after discussion with the SENCO will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents/carers and young person at review meetings.

When a child has been identified as having difficulties:

- The class teacher and TSA will continue to closely observe and monitor children where they have cause for concern.
- The SENCO will decide on next steps, which may involve consultation with outside agencies, and advise teachers.
- Parents/carers will be informed and invited to discuss concerns with the class teacher and/or SENCO.
- The identification and assessment of the SEND of children whose first language is not English, requires particular care. All aspects of a child's performance in different subjects will be closely examined to establish whether the problems they have are due to limitations in their command of the language or arise from special educational needs.

Reasons for a child being added to the SEND register may include the fact that he/she/they:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The Nature of Intervention

The SENCO and class teachers will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support to complete interventions
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, class teachers will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers.

Section 9: SEN Support and School Request for an Education Health Care Plan (EHCP)

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

When specialist equipment or a high level of staffing support is required to support a child with SEN, our school will fund this as part of additional SEN support. Children with no SEN but with a disability under the Equality Act 13 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 will be made by the school if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous One Page Pupil Profiles, provision maps and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents/carers.

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of SEND / EHCP will be reviewed at annual assessment reviews. When this coincides with transition from Mainstream settings, the SENCO from the mainstream setting will be invited to the review and will be informed of the outcome of the review. Children who don't receive additional top up funding as part of their EHCP will be recorded at SEN Support on the SEND register. Children in receipt of top-up funding will be recorded as a Higher Needs Learner on the SEND register.

Section 10: 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.

Section 11: Partnerships with Parents/Carers

Staff at Maple firmly believe in fostering strong partnerships with parents/carers to enable all pupils, as well as those with SEND, to achieve their potential. The school recognises that parents/carers have a unique overview of their children and know how best to support them. This gives them a key role in the partnership.

Parents/carers are assured that they are provided with regular information about their child's performance and early warning of any problems. The school website contains details of our policy for special educational needs, the Local Offer report including the arrangements made for children in our school with special educational needs, the school's accessibility plan and the schools medication policy.

For most of our parents/carers, home/school partnership begins prior to admission with transition meetings and provision of information on each child. Informal contact is continuous as well as 'planned contact' by appointment. Parents' afternoons and formal reports soon become a part of the routine exchange of information. Parents/carers are frequently asked to help with their child's learning for example, by encouraging them to complete homework, listening to them read or by helping them with other aspects of work.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Section 12: Partnerships with other agencies

These services may become involved if a child continues to make little or no progress in specific areas over a long period of time despite considerable input and adaptations. This may also include referring:

- children who have emotional or behavioural difficulties which regularly and substantially interfere with their own learning or that of the class group.
- A child who has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- A child who has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of class teachers and SLT.

The SENCO takes the lead in coordinating arrangements for liaison with outside agencies and other professionals. Staff need to make the SENCO or Head teacher aware of the sorts of support which may be needed. We are regularly involved with a number of outside agencies:

- Doctors/GP
- School Nurse
- Outreach support from Special Schools
- ASCETS
- Educational Psychologist
- Physiotherapists
- Occupational Therapists
- CAMHS
- Clinical Psychologists
- VI/HI team

Planning meetings are held between the Educational Psychologist and the SENCO, at least once a year. These meetings allow concerns to be raised and advice to be given and action plans to be put in place.

Section 13: Involvement of Pupils

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

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

Section 14: Effective Transition

For all children, we will ensure early and timely planning for transfer into our school, within our school year groups, return to their mainstream school and onto the next phase of education.

When children are due to leave our PRU, they and their parents/ carers 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 Plan at their statutory Annual Reviews. From admission, we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood. A transition timeline will be produced and shared with the family.

Section 15: Admissions

No child will be refused admission to school on the basis of his/her/their 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 16: Exam Access Arrangements

The school is committed to providing equal opportunities for all pupils. Where pupils have a need which prevents them from accessing examinations, provision will be made. Access Arrangements are modifications made in Public Examinations and assessments taken under controlled conditions for pupils with evidence of a defined need. They allow pupils with a defined need to fully display their skills, knowledge and understanding in Public Examinations. There are various Access Arrangements and pupils may be granted one or more of these depending on their needs with evidence supporting this following the guidance and regulations laid down by examination boards and the Joint Council for Qualifications (JCQ).

Section 17: Storage of Records

SEN Documents and Records are stored in line with the Local Authority Record Keeping Protocol policy which includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc. All records are stored and shared in line with GDPR regulations.

Section 18: 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 Head teacher. The Management Committee member 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 complaints procedure (see separate Complaints Policy).

Section 19: Other Key Members of Staff and their roles

Name of Designated Teacher with specific Safeguarding Responsibility	Kath Formby (DSL) Jane Morgan (DDSL) Lois Cherrington (DDSL) Daniel Shires (DDSL) Josie Blacklock (DDSL) Lisa Waddops (DDSL) Claire Riley (DDSL)
Name of member of staff with responsibility for managing PPG/LAC funding	Ann-Marie Jones
Name of member of staff with responsibility for LAC	Lois Cherrington
Name of member of staff with responsibility for managing the school's responsibility for meeting the medical needs of pupils	Jane Morgan
Name of member of staff responsible for managing referrals of new/prospective pupils	Jane Morgan Marie Walker

Section 20: 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 formerly Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CiCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

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

Senior Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email darren.dickinson@doncaster.gov.uk

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

Doncaster Local Offer

Access to the LA’s local offer is published here:

www.doncaster.gov.uk/services/schools/local-offer-send

Signed

Head teacher:

Chair of Management Committee:

SENCO: