



Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Name and contact details of the Headteacher:

Mr P Scotting
Stone Hill School
Barnsley Road
Scawsby
Doncaster
DN5 7UB

Tel: 01302 800090

The SENDCo is Mrs L Leithgoe

Date of previous Policy The policy has been co-produced by staff in the school in consultation with members of the governing body.	Written in September 2008 updated annually or in line with new legislation. Policy updated in accordance with SEND Code of practice 0-25 July 2015 after consultation with LA, SLT and Governing Body.
Reviewed Policy agreed by Governing Body (Pupil Wellbeing Committee) on:	8 th June 2023
Reviewed Policy shared with staff on:	9 th June 2023

Shared with parents/ carers on:	On website
Policy to be reviewed again on:	June 2024

This policy extends past school to Post 16 and will be reviewed in line with the changing curriculum and current needs of the pupils.

Where in the policy it says Stone Hill School, we are referring to Stone Hill School and Post 16.

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NOTE: Child/ children are used throughout to refer to children and young people

Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

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

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015 (April 2014)
- Ofsted Section 5 Inspection Framework, August 2015 (January 2014)
- Teachers Standards 2012
- National Inclusion Statement
- Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, EQUALS adapted curriculum, profound curriculum)
<https://www.gov.uk/government/collections/national-curriculum>

2.2 Our school has separate policies in place for:

Safeguarding, Accessibility, Assessment, Anti-Bullying, Vulnerable Pupils, Equality, E-Safety, Admissions, Health and Safety, Attendance, Behaviour Policy (including Physical Intervention and Positive Handling) Supporting Pupils at school with Medical Conditions.

2.3 Our [**SEND Information Report**](#) sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

<https://www.gov.uk/guidance/equality-act-2010-guidance>

We have also provided our contribution to the Local Authority's SEND Local Offer. This can be viewed in the SEND section of the Local Authority's website.

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-guide-for-parents-and-carers>

Section 3: Profile and Values

3.1 Our School Profile

Our School Profile and School Values

Our school provides a broad and balanced curriculum for all children. The New National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. The children have barriers to learning and they have individual requirements specific to their special need.

Teachers take account of these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. These children need additional help to enable them to access the full curriculum of the school.

Children may have special educational needs throughout their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision which is what this school provides. We will assess each child as required, and make the appropriate provision, based on their identified needs.

3.2 Our School Values

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily for all our children
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued
- All children are encouraged to participate in the life of our school
- All our teachers are teachers of children with SEND and are responsible for their progress and development

Section 4: Aims and Objectives of our approach to SEND

4.1 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

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 SEND 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 & Disabilities Co-ordinator (SENDCo) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, 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 SEND and of Disability

5.1 SEND Definition

A child or young person has SEND 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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

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 Social Communication Difficulties or 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 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).

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 experience difficulties, which may be caused by a poor early experience of learning, but will not necessarily be related to their 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 following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

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

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

The school has been planned to incorporate Disability and Discrimination Act requirements and the needs of all children. Stone Hill School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Section 6: Graduated approach to waves of support [Stone Hill Information Report](#)

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, views, wishes and feelings
- listening to and taking into account the child's views, wishes and feelings

- the analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time
- reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs
- liaison with schools and other settings on phase and in year transfer
- exchanging information from other services across education, health, care and the voluntary sector
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.

The Headteacher and deputy head monitor the progress of all the children within the school through pupil progress assessment data. The deputy head reports on pupil progress to the Governing body at the Teaching and Learning Committee.

The Headteacher is involved in supporting teachers involved in drawing up Short Term Outcomes (STO) for children. The Headteacher holds regular meetings to review the work of the school in this area.

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

6.3 Examples of Curriculum Access and Provision

We use a combination of approaches/ interventions 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, supported work and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- ***SMART*** target setting
- booster intervention groups
- emotional care/ nurture, friendship and support groups
- Physical and sensory interventions
- support to participate in the life of the school

We provide a variety of lunchtime clubs which are accessible to all pupils. These clubs fit the emotional and physical needs of our pupils. Pupils are involved in suggesting suitable clubs.

6.4 Monitoring and Evaluation of progress

- ongoing assessment of progress against targets and expected outcomes in line with our Teaching and Learning Policy work sampling and moderation
- scrutiny of planning and level of differentiation and use of classroom resources
- formal (via referral processes) and 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 Headteacher (Short Term Outcomes and annual reviews)
- Headteacher's report to parents and governors which are sent annually, at the end of the summer term.
- Ongoing monitoring of behaviour data in line with our Behaviour policy.

Section 7: Management of SEND within our school

7.1 General

The Headteacher and the Governing Body have the responsibility for the ongoing implementation of this SEND Policy. The Headteacher and the Governors have responsibility for SEND 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 Headteacher where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing

appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The SEND Policy should be read in conjunction with; other policies such as safeguarding, anti-bullying, behaviour, curriculum, vulnerable pupils, equality and accessibility - see paragraph 2.2

7.2 Headteacher

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

- 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 in conjunction with Teachers, SENCo, and Pastoral Lead.

7.3 Special Educational Needs and Disabilities Coordinator (SENCo)

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

- Where a SENCo appointed after 1st September 2008 has not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 years of appointment. (Achieved)
- strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- Contribute to maintain and analyse our whole-school provision map for
- identify on the provision map those children requiring additional support from the school's delegated budget
- liaise with and advise teachers and other classroom / targeted support staff
- liaise with parents, 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
- 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 around statutory processes
- attend SENCo network meetings and training as appropriate

- liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- liaise closely with a range of outside agencies to support vulnerable learners

7.4 Classroom and subject teachers

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

Our teachers will:

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

7.5 Teaching Assistants

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

Section 8: 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 or carers;
- 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 short term outcomes for all children, and 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. <https://www.stonehillschool.org/pupilsports-premium>

Section 9: 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 endeavor 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 short term targets are and why they have them;
- self-review their progress and set new short term targets;
- Be involved in planning and assessing progress in interventions using pupil voice questions on wave 2 referral forms
- monitor their success at achieving the targets on their SEND Support Plan; and
- create a pen portrait or One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

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.

All of our children have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

Further details are outlined in our POLICY AND PRACTICE GUIDELINES FOR SUPPORTING PUPILS WITH SPECIAL MEDICAL NEEDS IN SCHOOL

Section 11: 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, 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.
- From Y9 at the earliest 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.
- For children with an Education Health & Care Plan in transition years, the SENCo will also attend any Annual Reviews for the children at their feeder school if invited.

Arrangements for specific transitions:

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. The approaches taken for specific transitions are outlined in the school's SEND Information Report.

Section 12: Admission Arrangements

Admissions to the school are managed by the Local Authority SEN department in consultation with the Headteacher. [Stone Hill Admissions Policy](#)

Section 13: Exam Access arrangements

Exam access arrangements are outlined in our Exams Policy and Procedures document. [Stone Hill Exams Policy](#)

Section 14: Storage of records

Documents are kept and stored according to the LA adopted 'PROTOCOL FOR RECORD KEEPING ON CHILDREN AND YOUNG

PEOPLE' and we adhere to the guidelines laid out in Records Management Toolkit for Schools provided by The Records Management Society.

<http://www.irms.org.uk/groups/public-sector/resources/134-records-management-toolkit-for-schools>

We adhere to the schools Confidentiality and Data Protection (GDPR) Policies and we are registered with the ICO. <https://ico.org.uk/>

Section 15: Complaints

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Headteacher. 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. [Complaints Policy](#)

Section 16: Other key members of staff in our school

Mr Scotting (Headteacher) is the Designated Officer with specific Safeguarding responsibility and has responsibility for the overall management of the school including managing PPG/LAC funding and has the responsibility for ensuring the medical needs of pupils are met.

Ms Chapman (Deputy Head) is the Deputy Designated Officer.

Mrs Leithgoe is the SENCo

Mr Gallafent (Chair of Governors) is the Governor with responsibility for safeguarding and has responsibility for Pupil Premium Grant.

Mr G Bowley is the Governor with responsibility for LAC.

Dr S Ward is the governor with responsibility for SEND.

Section 17: Links with Other Services

All services contribute to Doncaster's SEND Local Offer. This website is regularly updated and has all contact details and information regarding these services.

Section 18: Information on where Doncaster Local Authority's Local Offer is published

<https://www.doncaster.gov.uk/services/schools/schools-contribution-to-the-local-offer>

This SEND Policy was updated in June 2023 and will be reviewed annually by the Governing Body.