



Sitwell Infant School

Special Educational Needs & Disabilities Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (06.2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2015)
- Statutory Guidance on Supporting children at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Child Protection & Safeguarding Policy
- Accessibility Plan
- Supporting Children with Medical Needs Policy
- Teachers Standards 2012
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for children with SEN and disabilities

The Policy was created with the support of the Local Authority SEND guidance.

Sitwell Infant School is an Infant School with approx. 218 children aged from 4-7.

SENDCo: Miss E Wadsworth

Qualifications held: BA (Honours) Early Years Education with QTS, NPQLT, 10 years teaching experience. The SENDCo is a member of the SLT.

Current Training: NPQSL, NPQSENDco (Due for completion (April 2026))

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Our Vision and Values

'Be the best that we can be'

Sitwell Infant School is a school where positive relationships are at the heart of everything we do. Through a shared focus on the core values of kindness, gentleness, respect, resilience, communication and honesty, our children grow into well rounded individuals who develop a love of learning and are well prepared for their future learning journey.

The policy has been shared via whole school staff training and is available on the school's website for parents and carers to view <http://www.sitwellinfantschool.co.uk>

Aims:

The aims of the policy are to:

- Identify need early and ensure timely intervention is put in place.
- Explain the roles and responsibilities of everyone involved in providing for children with SEN.
- Set out how our school will support and make provision for children with Special Educational Needs (SEN).
- Ensure that there is a consistency of approach throughout all key stages towards the identification of SEND.
- Ensure a smooth transition across Key Stages for all children by sharing information as to how to meet each child's needs.
- Involve parents, children and others in developing a partnership of support enabling full confidence in strategies adopted by the school.

Roles and Responsibilities:

Provision for children with special educational needs is a matter for the whole school. The governing board, the school's Headteacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The SENDCo is Miss Emma Wadsworth

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual children with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively

- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all children with SEN up to date

The SEND governor is Mr Tayyab Majeed

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher is Mrs Kirstey Peart

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every child in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCO to review each child's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy.

All teachers are teachers of children with special educational needs. 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 during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The school employs Teaching Assistants. Part of their role is to provide additional support within the classroom for children, to work alongside the teacher to ensure that children with additional educational needs are included within the classroom. Teaching assistants also access regular training in a number of areas to ensure they deliver high quality interventions and support.

The identification and assessment of the special educational needs 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 arises from special educational needs.

Identifying special educational needs

At Sitwell Infant School, we recognise that children are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all children through access to quality first teaching. We recognise that there are many factors, such as:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Child Premium Grant.
- Being a Looked After Child (LAC) or a Previously Looked After Child (PLAC).
- Being a child of Serviceman/woman.

These factors may impact upon progress and attainment however should not be classified as a SEND.

A child has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

The SEND Code of Practice (2015) states that “A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to children of the same age” (p.94).

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Four broad areas

The Code of Practice outlines four broad areas of need that should be planned for by the school. The purpose of identification is to work out what action the school needs to take and should not be used to fit a child into a category. In practice, individual children often have needs that cut across all of these areas and child's needs may change over time.

The Code of Practice (DfE, 2014) describes the broad areas of need as:

Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because 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 and young people with ASD, 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

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to 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.

Social, emotional and mental health difficulties (SEMH)

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves 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, attention deficit hyperactive disorder or attachment disorder.
- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children. The Department for Education publishes guidance on managing children's mental health and behaviour difficulties in schools – see Mental Health & Behaviour in Schools (2015).

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. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. The Department for Education has published guidance to help schools manage children's medical conditions in school.

(SEND Code of Practice, DfE, 2015: 97-98)

A Graduated Response

Monitoring Children's Progress

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 SENDCo to consider what else might be done. This review might lead to the conclusion that the child 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 their peers from widening.
- Closes the attainment gap between the child and their 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 special educational needs, Sitwell Infant School will adopt a graduated response. Graduated response documents for areas of need (cognition and learning, communication and language, sensory and physical, SEMH) are used to help teachers identify specific needs or difficulties and these are used as a guide to which wave of need a child presents at. The documents also suggest ideas to support identified needs at all levels of the graduated response. If the child present indicators at wave 3 this will 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 also record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and review sheet/provision map and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Outside agency involvement will support decisions if we feel the need to refer a child for statutory assessment/Education Health and Care Plan. School and outside agencies 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 through differentiated planning, assessment and review. Parents will be consulted about any concerns at every stage of support. If, after half a term the class teacher still has concerns about progress, more specific intervention may be put in place in the classroom 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 SENDCo will then provide additional 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 SENDCo, parents and young person termly.

In some cases, despite these interventions, the school may find it necessary to approach outside agencies for specialist advice on how best to support a child. The agreement of parents will be sought and the child will be put on the formal SEND register. Review meetings will be held with school, parents, outside agency and (where appropriate) the child, at least once a term.

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

- 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.

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

Sitwell Infant School regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. A range of strategies are used to ensure effective communication between home and school, sometimes on a daily basis if needed.

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 where ever possible to contribute to the assessment of their needs, the review and transition process.

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents. We will formally notify parents when it is decided that a child will receive SEN support.

At all stages of the special needs process, the school ensures families are fully involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents 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. We inform parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Provision, support and intervention

The SENDCo and the child's class teacher 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. This is a non-negotiable for identified children and is embedded in whole class learning.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENDCo; or, with TA support or other intervention such as specific literacy or maths programmes; speech and language programmes; physiotherapy. These sessions are target specific in order to close the gaps.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness. The sessions are of no more than 10 minutes to ensure children still have access to the full curriculum.
- Extra adult to support a child to access whole class learning and plan in additional time to build on and promote a better understanding of specific skills, strategies and knowledge. Where ever possible the school promotes an inclusive ethos.
- Staff development and training to introduce more effective strategies as detailed in the accessibility plan.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. As stated in the previous section, parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher

and SENDCo and they will have specific time slots to discuss individual learning targets and progress with the SENDCo on a termly basis.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records (graduated response documents, IEPs, CPOMS logs (secure electronic platform for saving information), conversation with class teacher and parents in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Reports will be sent to schools recommending and detailing specific targets and advice on how best to support an individual child's needs. 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 recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. This may be due to a specific need identified in the child's early years or after outside agency involvement and their recommendation of additional support above and beyond what the school is already providing as part of wave 1 to 3 of the graduated response. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the child.

- 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.
- SEN support plans detailing strengths, needs, priorities and progress against outcomes over 2 terms (as required by the LA).
- Views of the parents gathered and documented as part of review meetings and/or the 'all about me' section of the SEN support plan.

The parents of any child who have concerns or knowledge of an identified need must share information with school so that bespoke support can be put in place for that child. A child may be referred for statutory assessment by school. In either case parents will be kept fully informed of the progress of the referral. Children with an identified special educational need/ or EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to junior school, the SENDCo from the junior school will be invited to the review meetings from the Autumn term onwards.

Specialist Enhanced Provision – Daffodil Class

Our school is proud to introduce our newly established Specialist Enhanced Provision, which opened in February 2025, designed to provide tailored support for children with complex needs. This dedicated provision offers a bespoke curriculum, meticulously structured around each child's Education, Health and Care Plan (EHCP), ensuring a personalised and effective learning experience. Working in close collaboration with the Rotherham Complex Care Team, we provide a multidisciplinary approach, integrating therapeutic interventions and specialist expertise to address the unique challenges faced by these children. Our aim is to create a nurturing and inclusive environment where every child can thrive and reach their full potential. For more information, please see the Daffodil Class Intent, Implementation and Impact documents on our school website.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an individual education plan which will include information about:

- The short term targets set for the child (SMART targets – specific, measurable, achievable, realistic, time specific).
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning.
- How the child can be successful.
- How parents will contribute to the success at home.
- The review date.

The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. All planning details strategies, resources, adaptations and provision to ensure an inclusive and successful approach to learning in all curriculum areas. School will also ensure that children with SEND have opportunities to develop communication and independence skills which are seen as vital skills that are needed beyond education and into adulthood.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All members of staff plan lessons that incorporate the different learning styles that children have. Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Supporting children at school with medical conditions

At Sitwell Infant School, we recognise that children at school with medical conditions should be properly supported so that they have access to education, including school educational visits 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.

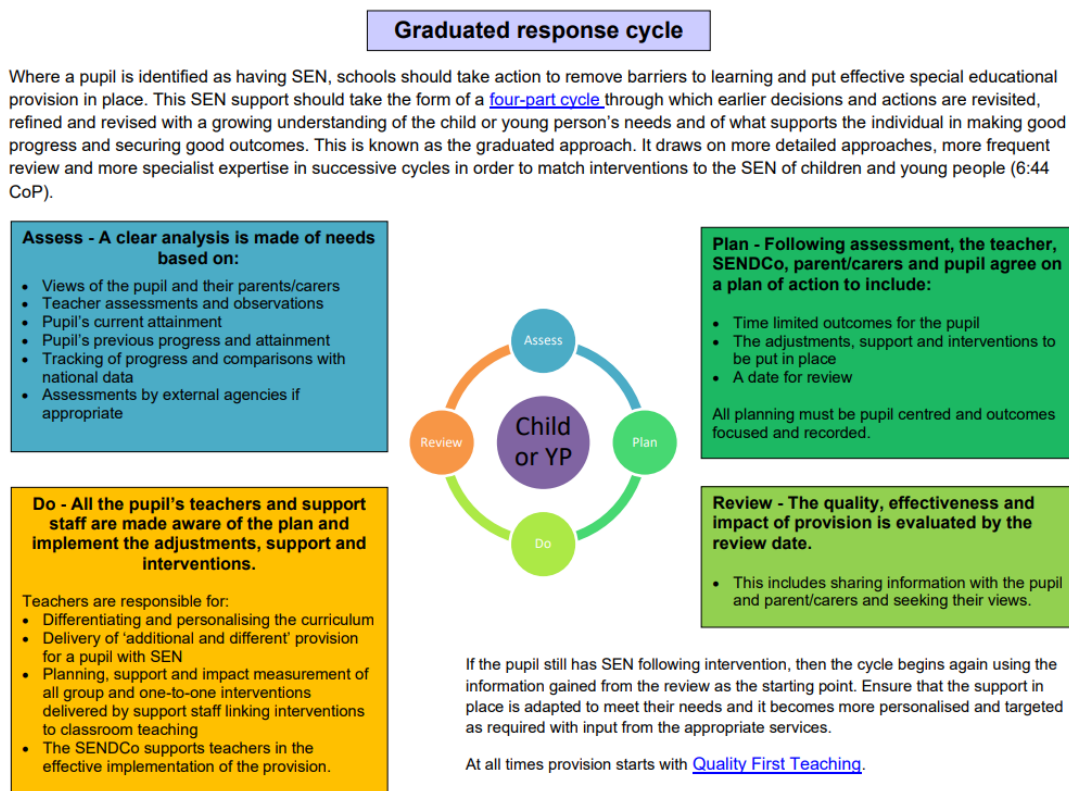
Some children may also have special educational needs and they may have an Education Health and Care Plan (EHCP) which brings together health and social care needs as well as their SEND provision. In these circumstances, the SEN Code of Practice is followed. Children's medical needs are met through the school's policy on managing medical conditions of children. A copy of this policy can be obtained from school.

Assessing and evaluating progress against outcomes

We follow a four-part cycle of assess, plan, do review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We follow the Rotherham model for assess, plan, do, review. Please see fig.1 below.

Fig.1



<https://sendcorotherham.co.uk/wp-content/uploads/2021/08/Graduated-response-July-2021.pdf>

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for children with SEND by:

- Reviewing children's individual progress towards their goals each term
- Reviewing the impact of interventions after at least 6 weeks
- Using child questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for children with EHC plans

Criteria for exiting the SEND Register

It should be noted that the SEND Register at Sitwell Infant School is a fluid working document. Children can be placed on the SEND register as well as removed from the register. This will always be done in consultation with key stakeholders, including parents and where appropriate, children.

Support for Children and Families

The SEND Code of Practice states that Local Authorities must publish a Local Offer, which sets out in one place information about the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive,

accessible and up to date information about provision that is available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholders in its development and review.

The Local Offer can be found here by visiting this website:

<http://www.rotherhamsendlocaloffer.org/>

Sitwell Infant School has a statutory duty to provide a SEN Information report. This can be found on the school's website www.sitwellinfantschool.co.uk/send.

Sitwell Infant School will liaise with outside agencies where appropriate, to provide a full package of support for the family and child. Sitwell Infant School follows the Local Authority admission's policy which can be located on the Local Authority website. There is also advice, support and workshops from the Rotherham parent carer forum and can be contacted through their website <https://www.rpcf.co.uk/>

Monitoring and Evaluation of the SEND policy

It is recommended that the SEND Policy is reviewed annually, and Sitwell Infant School will review its policy under these recommendations. Sitwell Infant School will contribute to the Local Offer that the Local authority publishes. As part of this Sitwell Infant School will review and update its contribution at least once a year or sooner if deemed appropriate to.

The SEND report will be published annually. Its contents will be reviewed annually and impact noted. Child and parents views will be gained on the SEND provision they are accessing before and during review meetings.

Training and resources

Sitwell Infant School receives funding from the Local Authority in its budget to support the needs of all learners including those with SEND. Sitwell Infant School may also receive some additional funding from the Local Authority for learners who require support that exceeds that currently available to the school (children with an Education Health and Care Plan).

Our SENCO has 10 years experience in this role. They are allocated two and half hours a week to manage SEN provision.

We have a team of 12 teaching assistants, as well as 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. In the last academic year, staff have been trained in Dyscalculia, Selective mutism, Special Educational Need SMART target setting, Demand avoidance, Team Teach, Autism Attention and Intensive Interaction.

We have a specialist member of staff for pastoral support who has completed trauma based attachment training (Mrs Richmond). We have a nurture lead who has completed training as an Emotional Literacy Support Assistant (Miss Hopkins).

The training needs of staff are identified through appraisal as well as analysing needs identified on the SEND register or to meet the emerging needs of children. Where there are patterns in areas of need the school regularly updates training in these areas.

It should also be noted that all staff are responsible for identifying their own training need and seek support/advice as appropriate, whether this be from the SENDCo and/or other staff with areas of expertise.

All teachers undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children. Key information is also shared with regards to children's needs at termly staff meetings. The SENDCo also delivers in house training and development as a result of attending regular LA training and regularly attends the Local Authority's network meetings in order to keep up to date with local and national updates in SEND.

Name of designated teacher responsible for safeguarding: Mrs K Peart

Name of member of staff responsible for managing Child Premium: Mrs K Peart

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of children: Miss Emma Wadsworth

The Record, Retention & Deletion Policy can be obtained from school.

Reviewing the Policy

The governing board reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full governing board.

Accessibility

Sitwell Infant School has wheelchair access through the main entrance and the Foundation Stage rooms (Sunflower class and Buttercup class – Foundation area). Most rooms used by children are situated on the ground floor. There are toilet facilities with disabled access, a hoist and a changing bed.

All schools are required to produce accessibility plans. The Accessibility Plan can be found on the school website or can be requested from school.

Bullying

Sitwell Infant School has a zero tolerance approach to bullying. We will actively work with all parties to ensure that no child feels unsafe at school. As a school, we work hard to ensure that unacceptable behaviour is challenged and as a school, work is carried out with children to ensure that they have time to examine the consequences of their behaviour. Further information with regards to bullying and the school's Anti-bullying policy can be found on the website.

Complaints

Sitwell Infant School works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting each child's needs. All complaints are taken seriously and heard through the school's complaints procedure.

If parents are in need of further advice they can contact SENDIASS:
<https://www.rotherhamsendiass.org.uk/>

*This policy will be reviewed annually in the Spring Term.
Spring 2025*