

Special Educational Needs and Disability Policy



Chair of Governors	Julie Burkinshaw
Executive Director	Lucy Pilling
Head of School	Rachael Shotton
Assistant Head of Behaviour & SEND	Sara Waterson
Updated by	Rachael Shotton & Sara Waterson
Committee	Standards and outcomes
Last Review / Update	September 2025
Level of change	Minor
Next Review	September 2026

Special Educational Needs and Disability Policy

This policy has been written with regard to the 2015 SEND Code of Practice: 0-25 years, the Equality Act 2010 and the Children and Families Act 2014 and aims to support inclusion for all of our children.

The responsibility for the management of this policy falls to the Head of School and Assistant Head for Behaviour and SEND; the day-to-day operation of the policy is the responsibility of the Phase SENCOs. The Governing Body, Head of School, Assistant Heads and the SEND Team will work together closely to ensure that this policy is working effectively.

Definition of Special Educational Need

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

A young person has learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others the same age in mainstream schools (SEND Code of Practice 2015 p.15/16)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010; that 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'. Long term is defined as 'a year or more', 'substantial' is defined as 'more than trivial' (SEND Code of Practice 2015 p.16)

We will ensure that all staff in the school are able to identify and provide for those children who have special educational needs or disabilities to allow children with SEND to join in the activities of the school and to ensure the school is an inclusive place to be.

The staff and governors of the school will work to ensure that all SEND children reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing inclusive, whole school approaches, towards the learning, progress and achievement of SEND children. With this underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all children in their class, even where children access support from teaching assistants or specialist staff.

Teaching and supporting children with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of children with SEND requires partnership-working between all those involved: Local Authority (LA), Inova Multi-Academy Trust, parents/carers, children, children's services and all other agencies.

School Admissions

No pupil will be refused admission to school based on his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims

To provide the structure for a child-centred process that engages the child, family, school and other professionals and plans a high quality, needs-led, provision. To ensure all our children can access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential, whilst promoting their well-being.

Objectives

This SEND Policy reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs and disability policy are to:

- Ensure the Equality Act 2010 duties for children with disabilities are met,
- Enable children with special educational needs to have their needs met,
- Consider the views of the children with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Facilitate full access to a broad, balanced and ambitious curriculum all children in our school
- Plan to support children with medical conditions and to have regard to statutory guidance supporting children at school with medical conditions,
- Implement a graduated approach to meeting the needs of children using the *Assess, Plan, Do, Review* process,
- Develop a culture of inclusion; valuing high quality teaching for all learners, with teachers using a range of effective adaptation methods,
- Employ a collaborative approach for learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,

- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Work with the Local Authority to meet specific requirements.

Responsibilities and Resources

SENCOs, overseen by the Assistant Head Behaviour and SEND, take responsibility for the operation of the SEND Policy and the co-ordination of special needs provision. The SEND Team work closely with staff, parents and carers, and other agencies. Phase SENCOs provide professional guidance and support to colleagues to secure high quality teaching for children with SEND.

The SENCO Team

Kerry Hughes: Nursery Manager & SENCO for Nursery + TOTs (currently on Maternity Leave)

Rachael Hall: SENCO for FS2, Y1 & Y2 + oversees the Hub provision (Currently supporting Nursery and TOTs)

Jess Green: SENCO for Y3,4,5 & 6 + oversees The Orchard provision

All members of the SENCO Team hold the statutory Post Graduate Qualification for Special Educational Needs Co-ordination.

The SENCO Team are line managed by the Assistant Head for Behaviour and SEND, Sara Waterson

Phase SENCO responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy for specific Year Groups
- Co-ordinating provision for children with SEND with class teachers / support staff within Year Group or Phase
- Liaising with parents/ carers of pupils with SEND
- Reviewing Pupil Passports, Support Plans, Extended Support Plans and EHCPs within Phase, in line with the Code of Practice
- Ensuring that the school keeps the records of all children with SEND up to date
- Overseeing and supporting class teachers to complete documentation for children on the SEND Register in their phase
- Writing and reviewing risk assessments for children with SEND alongside key members of staff.
- Ensuring the SEND register is updated using the exemplified Sheffield Support Grids to identify need and provision
- Being a key point of contact with External Agencies, especially the Local Authority and its Support Services to support children with SEND
- Work with other SENCOs and Locality Leads in Locality A

Class Teachers

The SEND Code of Practice 2015: 0 – 25 years identifies that ***'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff'***. As such the effective education of children with SEND remains the responsibility of class teachers.

School Leaders

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head of School works closely with the Assistant Head for Behaviour and SEND and SENCOs and keeps the Governing Body fully informed of SEND issues.

The Governing Body must publish information on their websites about the implementation of their policy for children with SEND (Section 6.79 SEND Code of Practice 2015: 0 to 25 years).

Staff Supporting Children who are vulnerable or have a Special Educational Need

Safeguarding Lead, Emma Howard

Rachael Hall, Fran Anderson Teachers supporting children with significant Language and Communication Needs in our Hub setting

Amy Norie, Zahina Khan, Teaching assistants supporting children in our Hub setting

Julie Craig and Adam Belk: Teaching Assistants trained in delivering a wide range of Speech and Language interventions including LEAP, VIP, NIP Early Narrative and 1:1 Speech and Language Support

Jess Green, Julie Parkin, Emma Cole, Supporting children in our Orchard base with SEMH needs

Kirsty Spencer: Attendance Officer

Peter Roche: Educational Welfare Officer

Julie Parkin, Imogen Johnson, Michelle Colburn, Emma Cole: Learning Mentors

Extended Services Lead: Sam Oledrzynski

Additional TAs and HLTAs as timetabled

The above staff members are trained to deliver a variety of interventions which includes a wide range of Social and Emotional packages, eg. Young Carers Programme, Lego Therapy, Flower 125, Friends Facilitator, Zones of Regulation, Mighty Minds, Drawing and Talking Therapy etc....

Facilities for pupils with Special Educational Needs

The school has a number of stairs, however there is ramp access at points throughout the building. The school also has a wheelchair lift to access the building to the Year 3 area.

The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and The SEND Code of Practice 2015: 0 to 25 years in terms of admitting pupils with disabilities.

There are several intervention rooms suitable for individual and small group support.

The school has two Sensory Rooms accessible on the ground floor.

Provision based on Nurture Principles (The Orchard) is accessible in school on the ground floor with ramped access.

Provision for a small number of children in our Hub is available on the ground floor in our Lindsay Road Site with ramped access.

All members of the school community, including children, are invited to inform the school of any disabilities they may have.

Resources

Notional funding is used by school to pay for additional, specialist staffing and to buy significant support from outside agencies. Advisors from the Sheffield Learning Support Service (Fusion) and the Speech and Language Therapy Service are in school weekly. Additionally, we also fund a qualified Play Therapist and Unravel counselling services. During 2025-2026, Inova MAT has also purchased support from Let's Verbalise, Step Forward Psychology and Fusion for us to use as requested.

Children with an EHCP are funded individually depending on need. The local authority allocate a funding amount depending on need. This is paid annually direct to school and supports the school in putting provision from the child's EHCP in place. Additional 'Top Up' Funding, applied for via the locality procedure is sought where possible. Funding for children in the Early Years can also be applied for, with support from the 0-5 SEND Service including Portage.

Identification, Assessment and Review

The school follows the SEND Code of Practice 2015: 0 to 25 years graduated approach regarding the Identification, Assessment and Review of children with Special Educational Needs. The four key actions are:

Assess: A range of assessment strategies are used in school including Foundation Stage Assessments, Teacher assessments, SATS results Y1 phonics test scores and the Times table check in Y4. Children who are failing to make expected progress are discussed at Pupil Progress Meetings and may be placed on a monitoring register. Parents are informed of this decision by the class teacher.

The Class Teacher and Phase SENCOs then clearly analyse a child's needs before identifying a child as needing SEN support. At this stage, an assessment by an outside professional, such as the Speech and Language Therapist, or Learning Support Teacher may be carried out.

Plan: Once a need is identified, in consultation with parents, a SEND Referral is completed by the class teacher. The child is then placed on the school's SEND Register and SENCOs support teachers in planning provision and adaptations to meet the child's needs and overcome barriers to learning. The child's voice and parent views are central to this process. The planning stage involves recording aspirations, views, provision and time-focused outcomes a Pupil Passport and Support Plan is created. For some children with a high level of need, an Extended School Support Plan may also be created. Where necessary, further referrals to outside agencies are made.

Do: The agreed plan is implemented. The Class Teacher remains responsible for working with the child on a daily basis, but the child may also be supported in a small group or 1:1 basis directed by either the class teacher or SEND Team.

Review: Reviews take place to discuss outcomes and the effectiveness of the provision in place for each child on the SEND register. In line with the SEND Code of Practice 2015, progress against outcomes is reviewed at least three times a year. Parents can request to complete the review via a phone call if they would prefer. The review will consider what is working well, what the barriers to learning are and what needs to change.

The Monitoring Register

The Monitoring Register identifies children who are at risk of falling behind their peers or children who have a low-level of need in a particular area. These children may currently be receiving short-term interventions or accessing external agencies. Progress and any barriers to learning are reviewed during the next pupil progress meeting. If concerns persist, advice will be sought from the SEND Team or from external professionals to identify any further support or advice and to decide whether a child need to be placed on the SEND Register.

Sheffield Support Grid

Children on the school's SEND Register are identified by need and provision using the Sheffield Support Grid.(SSGe) The Support Grid is broken down into the 4 main areas with sub-categories in each. Each sub-category has statements of *Ordinarily Available Provision* (previously levels 1 and 2) and levels 3-5.

Locality Authority guidelines state that children should have additional needs at level 3+ to be added to the SEND registered and be identified as needing school support. There are a small number of children who have needs in several areas at a high level 2 who we may also add to the SEND register.

Moderation for the allocated levels takes place at school, Trust and Local Authority level. Schools have to report the number of children with Level 3+ needs to the Local Authority and we then receive a 'Block' amount of funding to support this group.

See areas and sub-categories below:

1. Communication and Interaction 1A) Language and Understanding 1B) Social Communication (including those with a diagnosis of Autism) 1C) Speech and Stammering
2. Cognition and Learning
3. Social Emotional Mental Health
4. Sensory and/or Physical 4A) Visual Impairment 4B) d/Deaf 4C) Physical 4D) Medical 4E) Sensory

For children in the Early Years (up to and including Foundation Stage 2), a separate SSG is used set out in the same areas and sub-categories.

Extended School Support Plan

An Extended School Support Plan is a document which contains significantly more information about the child, their background and needs than a regular Support Plan. We complete these for children needs recognised at level 4 or 5. (***This document replaces a 'My Plan', which from September 2022 has no longer been used.***)

Education, Health and Care Plans (EHCPs)

Where we feel a child may need specialist provision now or in the future, and their need is at Level 4 in several areas or Level 5 in at least one area, in conjunction with other professionals, we will consider making a Request to Assess (R2A) for an EHCP. This can only be done with consent from parents/carers.

There are several stages for the school to apply for an EHCP and it is a considerably lengthy process, even where children have an extremely high level of need:

- Sheffield Schools need to complete an Extended Support Plan and carry out at least two reviews.
- School must present cases to a Locality Panel Meeting for a consultation (Stage 1a / 1a MAP)
- Stage 2 – Quality Assurance Locality Panel Meeting with all documentation presented.
- With panel agreement – Request to Assess for an EHCP is sent to the Local Authority.

At this point, the 26-week statutory timescale begins. An Educational Psychology assessment is also necessary before applying. If agreed by the Local Authority, an EHCP will be issued once a draft has been approved by parent/ carers.

Once in place, special provision outlined in the document becomes a legal requirement for the child. EHCPs must be formally reviewed at least once each year. These Annual Reviews can be completed earlier where a change in provision is requested by parent/carers or where there has been a significant change in needs or circumstances. Where a child in Early Years has an EHCP, this will be reviewed every six months.

An alternative to this process is for parents to make an EHCP Request to Assess directly with the Local Authority. Parents should seek advice from the school if they wish to pursue this.

SEND files

Each child on the SEND Register will have their own White File. The files are kept centrally with the SEND Team but are accessible to Class Teachers and other professionals working with the child. In addition to individual White Files, each class will also have a Class Inclusion File held electronically. See table below for contents of files.

Individual White Files	Class Inclusion Files
<p><i>Every White File will contain a:</i> Chronology Individual Learner Profile</p> <p><i>Where appropriate the file may also contain</i> An Extended Support Plan (Previously a My Plan) An Educational, Health and Care Plan Assessment reports and Advice from Outside Agencies Medical information Support materials such as Social Stories or Communicate in Print Resources Individual Timetables</p>	<p><i>Class Information:</i> SEND Register SEND Policy and Supporting Documents Sheffield School Support Grid</p> <p><i>Individual folders for each SEND child</i> Individual Learner profiles. Extended School Support Plans/ My Plan / EHCP if appropriate Recent reports and advice from Outside Agencies Individualised Resources and Timetables</p> <p>Health Care Plans Asthma Records</p>

Curriculum

Pupils have access to an adapted, broad and balanced curriculum with their needs identified in planning documents and SEND documents. To enable access to the curriculum for pupils with SEND, the school provides:

- Teaching assistants, including two teaching assistants highly trained to support children with Speech and language Needs
- Learning Mentors trained extensively in counselling and mental health support
- Intervention and Intervention resources
- Specialist equipment, such as ear defenders, sensory equipment, pencil grips etc...
- Adapted learning, such as access to laptops and Clicker
- Small group support
- Personalised approaches e.g. individual workstations for learners
- Sessions with support staff trained in nurture-based principles
- Small group 'Hub' Provision offering an alternative to a classroom environment
- Access to Alternative Provision, including the Locality Hub based at Coit School

External Support

Outside agencies we work closely with include:

- The Educational Psychology Service
- Step Forward Psychology
- Learning Support Service (Fusion) and Early Years Inclusion Team (EYIT)
- Speech and Language Therapy
- Let's Verbalise
- Hearing Impaired Service
- The Autism Team
- Visual Impairment Service
- School Nursing
- Physiotherapy and Occupational Therapy
- Ryegate Children's Centre
- Children and Adolescent Mental Health Service (CAMHs)
- Family Intervention Service (Previously known as MAST)
- Alternative Provision
- CILS (Commissioning, Inclusion and Learning Service)
- Primary Inclusion including Panel (PIP)
- Rowan Outreach Service
- Portage (0-5 Service)
- Parent Partnership
- Statutory Assessment Review Service SENDSARs
- SNIPS (Special Need Inclusion Service)
- SEND Locality A Team
- Inclusion Task Force
- SEND Team (Central)
- Sheffield SEN and Disability Information Advice service (SSENDIAS)
- Unravel Counselling Support

This list is not exhaustive and there may be other services involved with a child depending on their individual needs.

The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from 0 – 25, across education, health and social care. The Local Offer can be found on both the council page and the school website.

Liaison with Parents/Carers

The school works in partnership with parents/carers of pupils in accordance with guidance in the 2015 SEND Code of Practice: 0 to 25 years. If the class teacher has an initial concern about a child's progress, parents/ carers will be invited to discuss this with the class teacher and strategies and adaptive practice will be discussed and implemented.

If concerns persist and the decision is made to include the child on the SEND or Monitoring Register, parents/ carers will be fully informed of this decision. Children on the SEND register have a termly review meeting with the SEND Team, class teacher and any other relevant professionals. Parents/carers are invited to each SEND Review Meeting and their aspirations for their child will be key to the outcome-setting process. The views of the child will also be sought prior to the review meetings as appropriate.

Transition Arrangements

Year 6-Year 7

Transition Reviews are held for Y6 children to plan their transition to Secondary Provision. Responsibility for the secondary transition for children on the SEND register lies with the Phase SENCO. Professionals from Secondary schools will be invited to attend Year 6 Annual Reviews for EHCPs as well as Year 6 SEND reviews held in the Summer Term of Year 6. Additional transition work such as extra visits and travel training may be organised. The Phase SENCO will contact and arrange to meet the Secondary SENCOs to share information and all SEND files will be passed on to Secondary Schools prior to children starting. With regards to any safeguarding information, this will be shared with the Secondary School by Southey Green's Safeguarding Lead, Emma Howard. Where possible this will be transferred using CPOMs.

FS2

Kathryn Holland (Assistant Head for Early Years) is responsible for the transition of children from Private Voluntary and Independent Childcare settings (PVI) or Nurseries to Foundation Stage. This involves a home visit to see the child, before visiting them in their current setting. A discussion is held with the child's keyworker regarding attainment and the phase SENCO for SEND or any other concerns. Transition days are organised in school for children to visit Foundation Stage prior to starting in September.

Other Year Groups

Responsibility of children transitioning to Southey Green from a previous school, falls with the Inclusion Team / Phase Leads. An initial meeting is held with parents/ carers, the child and any other professionals prior to the start date. On the day the child starts school, they will be greeted by a member of the Inclusion Team and taken to meet their class teacher. The class teacher will then arrange a 'buddy' for the day.

If children allocated a place at Southey Green are already on their previous school's SEND Register, the Phase SENCO will contact the SENCO or Class Teacher at the previous setting to gather information about the child. All relevant paperwork is passed on from the previous school to the SEND Team.

As soon a child with an identified SEND starts at Southey Green, a White SEND File is created for them, alongside this, the most relevant information is shared with the class teacher / other professionals working with the child and stored in the electronic Class Inclusion File.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Other related documents

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Medical Conditions Policy
- Local Offer
- SEN Information Report
- Behaviour Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy