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SEND Policy

September 2025

Review date: September 2026

At the heart of our school curriculum is the unwavering commitment that every child, regardless of ability, is nurtured to 'gain a heart of wisdom' each day. This guiding principle shapes our approach to Special Educational Needs and Disabilities (SEND), ensuring that all pupils are supported to Amaze with their unique talents, Achieve their full potential, and Aspire to a future rich with possibility. Through a curriculum that is inclusive, ambitious and rooted in the Christian values of compassion, dignity and hope, we provide tailored learning experiences that foster deep understanding, resilience and joy. We believe that wisdom is not only found in knowledge, but in kindness, perseverance and the courage to grow. By embracing the diverse needs of our learners, we create a school family where every child is



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empowered to live wisely and well, journeying forward with hearts full of wisdom and minds ready to soar.

Special Educational Needs Disability Policy

Reviewed: September 2025

Next review date: September 2026

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13. Working in partnership with parents

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Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
- OR
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/SEND



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One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.SENDlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

This policy has been written in line with following the proposed guidance from the Nottinghamshire special Educational Needs and Disabilities (SEND) Policy (0-25 years) 2020-2023, and shares the vision:

‘Our vision is that children and young people with Special Educational Needs and Disabilities (SEND) will be safe and happy, have a good quality of life and opportunities to fulfil their aspirations, develop their independence and make a positive contribution to society’.

This is based on ensuring the continued good practice of quality engagement with parents and carers of SEND pupils, continuously improving the mainstream SEND offers by working in



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partnership with all stakeholders. Therefore, providing a quality inclusive education for all SEND pupils ensuring the best preparation for adulthood.

Mission statement

“Gain a heart of Wisdom.” Psalm 90 v 12

Our pledge is for every member of our school family to **Amaze** with their knowledge (**know more and remember more**), zest for learning and kindness to themselves and others; to **Achieve** their individual full potential in a happy, caring and fully inclusive family environment based on the core values of Christianity; to **Aspire** to reach great heights as they take flight on their own journey of endless possibilities.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- to create an environment that meets the special educational needs of each child:



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- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools or early years settings – where applicable, prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and subject coordinators and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.



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- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

2. Responsibility for the coordination of SEND provision

The Governing Body

- will, in co-operation with the Head Teacher, determine the school's general policy and approach to provision for children with SEND and maintain a general oversight of the school's work;
- will appoint a member of the Governing Body to take a particular interest in, and closely monitor, the school's work on behalf of children with SEND.

The Head Teacher

- is responsible for overseeing the provision for children with SEND
- will keep the Governing Body informed and work closely with the SENDCo;
- will ensure that pupils who have an Education, Health Care Plan have an Annual Review.

The Special Educational Needs (SEND) Co-ordinator – Mrs N Potton

- day to day operation of the school's SEND policy
- liaising with and advising teachers
- co-ordinating provision for pupils with SEND



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- updating and overseeing the records on all pupils with SEND
- liaising with curriculum co-ordinators
- liaising with parents and carers
- establishing appropriate staffing and funding arrangements
- liaising with external agencies
- liaising with other mainstream/special schools
- sourcing suitable, high quality resources and informing colleagues about the range of resources available
- attending relevant courses, relating information back to staff
- strategic development of the SEND Policy and Provision
- completing relevant assessments and diagnostic tests
- analysing data and performance and track vulnerable groups of children
- attend Family SENDCo meetings.

The Teaching Staff

- identification, as early as possible, of the children with SEND within their class
- consult and liaise with the SEND Co-ordinator with all matters concerning SEND children in their class
- inform parents/carers of concerns
- complete observations, records and assessments as necessary
- consider classroom environment to take account of children with SEND
- differentiating tasks, where possible, to allow access to the curriculum
- provide a variety of teaching methods and approaches where appropriate.

Teaching Assistants



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- support and liaise with the class teacher regarding provision for SEND children
- deliver programmes of support
- feedback to class teacher on progress and achievement.

3. Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND Support records such as information from outside agencies, SEND Support Plans (SP's) or structured conversations and subject targets for individual pupils.

All staff can access:

- The Harworth Church of England Academy School SEND Policy;
- A copy of the full SEND Register used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their SEND Support Plan
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements (Classroom Monitor)
- Information on current legislation and SEND provision.
- Information available through Nottinghamshire's SEND Local Offer



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This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have access to complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Please also see the admissions policy for Harworth Church of England Academy.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

The school aims to provide additional transition for pupils where necessary. This includes transition between individual classes, key stages and other schools.

All children transferring to secondary school at the end of Year 6, will be take part in a rage of transition activities, dependent on the school they are transferring to.

Children with additional needs will be given a structured transition package, which will involve relevant staff from the receiving secondary school, staff from outside agencies and appropriate staff from Harworth Church of England Academy. When children have complex needs, transition may start during Year 5, so as to give time for all their needs to be fully addressed by the new school. Parents of children joining Harworth Church of England Academy, from other schools or early year's settings, will have the opportunity to discuss any additional needs their child has. If



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necessary further information will be sought from the previous school or setting to ensure a smooth transition process.

5. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- Physical environment: wheelchair access/disabled toilet
- Assistance during examinations: If children meet a given criteria, additional time can be applied for. Children may also have a reader or scribe.
- Coloured computer screens and papers for dyslexic children.

In addition to this the school may request assessment of facilities and resources from Fountaindale School to ensure that the school is equipped and modified as appropriate so that the environment is suitable for all children.

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget, which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family



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SENDCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The attainment and progress of all children is reviewed each term by the Assessment Coordinator and leadership team. Support programmes are put in place for all pupils who need extra support, this may be from teaching assistants, class teachers or the family support officer. This support is funded by the school from its own budget and where applicable pupil premium funding. Children who are thought to need additional support for specific needs will be assessed at termly springboard meetings, where a decision on whether to award Additional Family Needs funding will be made, if successful these children will be allocated funding at one of three levels, AFN1, AFN2 or AFN3. The value of these awards is determined annually by the family of schools. Children with the highest level of need may be eligible for Higher Level Needs funding, this is assessed and allocated by the local authority. Children for whom the school receives AFN or HLN will have a detailed provision map showing how that funding is used. Funding may be used for staffing, equipment or transport to meet the needs of the child.

7. Identification of pupils needs

The identification of a child having special educational needs may come from a number of sources:

- parental concerns
- the class teacher's professional judgement of the child's progress
- information from external agencies
- the results of informal and formal assessments
- information from a previous school
- performance against National Curriculum level descriptors
- the results of standardised tests or screening
- P levels
- observation and assessment by the SENDCO



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Special Educational Needs can be considered as falling under four broad areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- SENDsory, medical and/or physical

Many children's needs fall into at least one of these categories and it is therefore important to carry out detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. This is done through a **graduated approach**. This recognises that children learn and progress at different rates.

A graduated approach:

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.



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- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded using a concern form as an aid to further progression and for future reference (concern register).
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review



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This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This graduated response cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support is matched to need, that barriers to learning are clearly identified and being overcome and that the support being used is developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, support that is required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.



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All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the support may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the support which is the most effective in helping the pupil to achieve good progress and outcomes.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.



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Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.



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Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.SENDlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on: **0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on: **0115 948 2888**

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO will consult with the child's parents for other flexible arrangements to be made.



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Harworth Church of England Academy ensures that:

- Staff are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Staff receive regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- All class facilities and space are used to optimum effect.
- In-class provisions and support are used effectively to ensure that the curriculum is differentiated where necessary.
- Individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Appropriate individual targets are set, that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEND

The *Head Teacher and SENDCO* oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the SENDior Leadership Team (SLT) and subject coordinators to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.



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The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

The school has an Anti-bullying Policy and this should be used in conjunction with this policy when addressing any issue relating to bullying and SEND.

10. Evaluating the success of provision

This policy will be monitored and evaluated by the head teacher and governors.

The following criteria will inform the monitoring and evaluation process:

- The progress made by individual children and the extent to which they are reaching their fullest potential in all areas of the curriculum
- Evidence from the systematic assessment and monitoring of progress
- The extent to which learning tasks are differentiated to meet individual needs
- Human and material resources deployed effectively to ensure that all the children are well integrated into the life of the school
- The school ethos of inclusion and positive acceptance and that attitudes towards children with learning difficulties are positive and constructive
- Professional support services and voluntary help are used effectively
- Parents are involved and consulted regularly
- Children are involved in setting targets and reviewing their progress
- The extent of disapplication from the National Curriculum
- The confidence of staff to cater for individual learning needs
- The Code of Practice is operating efficiently and effectively



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- Roles and responsibilities are clearly defined and are being implemented

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This takes place at parent's evenings, SEND Support Plan meetings, parent and pupil questionnaires and reports.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy.

The evaluation is carried out by the SENDCo and Headteacher and SEND governor. Information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ feedback forms. Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO, who will be able to advise on formal procedures for complaints.

Please see the school complaints policy for more information.

12. In service training (CPD)



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We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

CRB training – Four members of staff have current Coping with risky behaviours (CRB) training. This is updated annually.

Strategies to support ADHD/Autism

Strategies to support Dyslexia

Strategies to support behavioural issues

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENDCO, with the SMT ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services and voluntary organisations.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, who will then inform the child's parents.



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The following services will be involved as and when is necessary:

- Serlby Park Family SENDCo
- Speech and Language Therapist (SALT)
- Occupational therapists
- Physiotherapists
- Family Support Officer
- The School Nurse/Healthy Families Team
- The Educational Psychologist
- Bassetlaw Behaviour Partnership
- CAMHS
- Cognition and Learning Team
- Communication and Interaction Team

13. Working in partnerships with parents

Harworth Church of England Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND



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c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, SEND Support Plan reviews, parent questionnaires and reports at the end of each term.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. All Governors can be contacted through school.

14. Links with other schools

The school is a member of Serlby Park Family of Schools. Being part of the family enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Transition for pupils takes place before starting secondary school. Additional transition for pupils with SEND is put into place where necessary. Parents are invited to additional transition meetings. This may include



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meeting members of staff that pupils will be working with. Children's targets and support strategies are shared to aid transition.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]*
(SENDCo)

Date _____

Signed _____ *[Name]* **(Asst**
SENDCo)

Date _____

Signed _____ *[Name]* **(SEND**
Governor)

Date _____

This policy will be reviewed annually.



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