



# Special Educational Needs and Disability (SEND) Policy

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<b>Prepared by</b>	Headteacher
<b>Approved by</b>	LGB
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<b>Changes</b>	None



Part of  
The Rose Learning Trust

**SECTION 1: Main Contact details and Policy key dates**

Name and contact details of head teacher	Mrs E Cooke Balby Central Primary Academy Littlemoor Lane Balby Doncaster DN4 0LL
Name and contact details of SENCO	Miss A Batten Balby Central Primary Academy Littlemoor Lane Balby Doncaster DN4 0LL

## **SECTION 2: Legislative Compliance**

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 January 2015 (updated May 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015 (Updated April 2020)
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, December 2015
- Ofsted Section 5 Inspection Framework, August 2015
- Teachers Standards 2012
- National Inclusion Statement
- The National Curriculum in England Key stage 172 framework document.
- School SEN Information Report Regulations 2014.

2.2 Our school has separate policies in place for:

- Safeguarding Children and Young People
- Behaviour and Inclusion
- Intimate Care Policy

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

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at: [www.gov.uk/government/send-support-easy-read-guide-forparents](http://www.gov.uk/government/send-support-easy-read-guide-forparents)

## **SECTION 3: Profile and Values**

3.1 Balby Central Primary Academy is part of the Rose Learning Trust. It is a mainstream primary school for children aged 3 – 11. At Balby Central Primary Academy we want each member of the school to feel safe, valued and respected. The school and the governing body welcome children with special educational needs and disabilities and strive to make them feel welcomed and supported with every opportunity being taken to ensure that these pupils, along with all others, are treated equitably and fairly.

As an inclusive school we accommodate a range of special educational needs and disabilities. According to the SEN Code of Practice (January 2015) these are classified under 4 main categories:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

### **3.2 Our School Values**

At Balby Central Primary Academy we want each and every member of the school to be:

1. Ready
2. Respectful
3. Safe

We believe that by developing these core values in children it supports us in our aim of shaping lives and building futures giving children the confidence, desire and ability to be the best they can be.

#### **SECTION 4: Aims and Objectives**

4.1 At Balby Central Primary Academy we aim to be ambitious for all our children including those with SEND. We work closely with other schools and outside agencies to ensure there is a consistency in approach and we raise staff awareness of and proficiency in supporting SEND through staff training using in house and external expertise.

We aim to:

- Have our values underpinning everyday practice
- Use available skills, knowledge and resources to provide an inclusive environment leading to maximum success for all
- Work closely with and encourage maximum involvement from children, parents and carers
- Know and explain what we do and reasons why
- Meet out statutory duties

#### **4.2 Objectives**

Our objectives are:

- To identify and assess children with SEND as soon as possible using a range of procedures which are well known by those using them
- Provide a curriculum which meets individual needs to maximise learning and achievements at every stage of school
- Provide differentiation within a balanced and broadly-based curriculum in a way which supports children with SEND
- Work in partnership with parents and carers
- Involve children in their learning, next steps and achievements whenever possible through One Page Profiles
- Maintain close links with the support services and other professionals and agencies
- Ensure teachers are effective teachers of all including those with SEND through effective continuing professional development
- Deploy support staff to ensure effective support for all children in school which impacts on attainment and outcomes
- Use continuing professional development to ensure support staff are skilled and knowledgeable and able to effectively support learners alongside, not as a replacement for quality first teaching
- To use provision mapping to show the effectiveness of support for children ensuring it is working to close the gap and lead to good outcomes for all

- To develop and support the role of Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will provide support and advice for all staff working with children with SEND
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners
- To keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- To work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## **SECTION 5: Definition of Special Educational Needs and Disability**

### **5.1 SEND definition**

‘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.’ (*Code of Practice 2015, page 15, paragraph xiii*)

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ (*Code of Practice 2015, page 15/16, paragraph xiv*)

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (*Code of Practice 2015, page 16, paragraph xv*)

### **5.2 Communication and Interaction (C and I)**

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.

(*Code of Practice, page 97, paragraphs 6.28/6.29*)

### **5.3 Cognition and Learning (C and L)**

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.

*(Code of Practice, page 97/98, paragraphs 6.30/6.31)*

#### 5.4 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

*(Code of Practice, page 98, paragraphs 6.32)*

#### 5.5 Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind 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

*(Code of Practice, page 98, paragraphs 6.34/6.35)*

#### 5.6 Difficulties which may not be related to SEND

There are times when children may be underachieving in school and this is not related to SEND but to another cause such as poor early experiences. At Balby Central Primary we aim to spot this quickly and support the child to accelerate progress and close the gap through quality first teaching, effective differentiation and appropriate, well delivered and timely interventions.

Children who have difficulties solely around English as an Additional Language (EAL) are not classed as SEND. Assessment and close monitoring of the child's development enables school to establish whether issues are around EAL or SEND and appropriate next steps taken.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

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

### 5.7 Disability

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

*(Code of Practice 2015, page 16, paragraph xviii)*

## **Section 6: Graduated approach to identifying if a child requires SEND Support (See SEND Information Report & Local Offer)**

### 6.1 Whole School General Identification and Assessment

All our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review);
- Actively listening to and following up parental concerns;
- Listening to and taking into account the child's views, wishes and feelings;
- The analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time;
- Assessments are reviewed termly;
- Reviewing and improving teachers' understanding of a wide range of needs and effective strategies to meet those needs;
- Liaison with schools and other settings on phase and in year transfer;
- Exchanging information from other services across education, health, care and the voluntary sector;

- Where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review, an external agency and the Educational Psychology Service (EPS) may be consulted.

## 6.2 General Provision for All

All children will have access to well-differentiated, quality first teaching. Where appropriate low level and short-term interventions will be provided.

- Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEND.

The whole school provision map enables us to:

- Plan strategically to meet children's identified needs and track their provision;
- Audit how well provision matches need;
- Recognise gaps in provision;
- Highlight repetitive or ineffective use of resources;
- Cost provision effectively;
- Demonstrate accountability for financial efficiency;
- Demonstrate to all staff how support is deployed;
- Inform parents, the Local Authority, external agencies and Ofsted about resource deployment;
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

## 6.3 Examples of Curriculum Access and Provision

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children.

- Teachers differentiate learning activities as part of quality first teaching
- Preparation for new learning experiences and vocabulary development
- Evidence-based intervention programmes e.g. Precision Teaching; Speech and Language Programmes, Mymastery
- Targeted additional adult group and, where appropriate, individual support
- Support for Social, Emotional and Mental Health through structured activities to support individuals and groups.
- Lego therapy
- Fortis Therapist who uses a trauma-informed approach to support children's mental health.
- Child and Family Support Practitioner who supports children and their families.
- Attendance officer who works alongside the Child and Family Support Practitioner to support and encourage families to ensure their children are in school and learning.



- Differentiation of resources

#### 6.4 Monitoring and Evaluation of Progress

- Ongoing assessment of progress against targets and expected outcomes
- Work sampling and moderation
- Scrutiny of planning and level of differentiation and use of classroom resources
- Informal feedback from all staff
- Child and parental questionnaires and conversations
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate
- Regular meetings about children's progress between teachers and the head teacher
- Head teacher's report to parents and governors

#### 6.5 Additional SEN Support provision, monitoring and review using school's delegated additional needs funding

The Children and Families Act 2014 and the SEND Code of Practice 2014 has introduced SEN support to replace School Action and School Action Plus from September 2014.

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEND funding which is calculated based upon a formula agreed by schools locally. In line with national school funding, our school will deploy a minimum of £6,000 per child per year to contribute to meeting additional needs above the usual teaching and learning entitlement.

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEND Support is as follows:

- The class teacher, sometimes with the SENDCo, will discuss with parents if we feel that their child requires SEND Support;
- Additional SEND support will be in place when a child's needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer;
- We will agree short and medium-term solutions-focused outcomes towards longer term outcomes that are reviewed termly with parents and their child as appropriate on a SEND Support Plan (SSP);
- Children will have outcomes they can understand and a One Page Profile.
- Our SSPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working document which can be constantly refined and amended;
- We will use the latest LA's guidance on SEN Descriptors;
- Outcomes will address the underlying reasons why a child is having difficulty with learning;
- Our SSPs will be accessible to all those involved in their implementation – children should have an understanding and 'ownership of their SSP;
- Our SSPs will state what the child can do, what the child has difficulties doing and how they will be supported to move forward with learning and wider outcomes;
- Targets for an SSP will be arrived at through:

Discussion, wherever possible, with parents/carers, teachers, support staff and the child

Discussion with other practitioners as appropriate including the Educational Psychologist

Classroom observations by the school's Special Educational Needs Co-ordinator (SENDCO) and other Senior leaders;

- Our SSPs will be time-limited – at termly review, there will be an agreed “where to next?”;
- Our SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are significant and may require consideration of a statutory assessment if expected progress is not made over time. Where the child's class teacher, SENDCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class-based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEND Support.
- SEN support plans and One Page Profiles are monitored and updated termly by the class teacher, parent and SENDCO.
- Pupils who access Thrive/Fortis therapy and/or mental health team will have a termly assessments which create individual social and emotional targets. These will be based on the type of support the child receives.

### **Section 7: Request for statutory education, health and care assessment**

For some children with SEND, despite the school, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision. When specialist equipment or a high level of staffing support is required to support a child with SEND, our school will fund this as part of additional SEN support up to £6,000 per year for each individual child. Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not cost prohibitive. A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary. Advice will be sought from the LA's SEND Team before a request is submitted.

### **Section 8: Education Health and Care Plans**

Children with an Education Health and Care Plan (post September 2014) will have access to all arrangements for children in receipt of SEND Support and, in addition to this, will have an Annual Review of their statement/plan. Supplementary or early reviews may be called if required. Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

### **Section 9: Management of SEND within our school**

9.1 General the Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENDCO). The SENDCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local

authority care and will work in close partnership with the SENDCo where a child may also have SEND. All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited. CPD will focus on the school's priorities for SEND as well as meeting the needs of individual pupils and staff.

## 9.2 Head teacher

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

9.3 Special Educational Needs and Disabilities Coordinator (SENDCo) Our SENDCo will oversee the day-to-day operation of this policy and will:

Where a SENDCo appointed after 1st September 2008 has not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve the National Award for Special Educational Needs Coordination within 3 years of appointment.

Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement

Maintain and analyse our whole-school provision map for vulnerable and disadvantaged children

Identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and those with Education Health and Care plans

Co-ordinate provision for children with SEND

Liaise with and advise teachers and other classroom / targeted support staff

Manage the records on all children with SEND

Liaise with parents of children with SEND, in conjunction with class teachers

Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development

Review and revise learning and wider outcomes on SSPs

Co-ordinate multi agency meetings and statutory Annual Reviews for children with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners

Ensure effective and timely transition arrangements for children moving into and out of our school

Evaluate regularly the impact and effectiveness of all additional interventions for children with SEND

Follow Local Authority guidance and procedures when it is considered that a child with significant and long-term SEND may require significant support through statutory processes

Attend SENDCo network meetings and training as appropriate

Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND

Liaise closely with a range of outside agencies to support vulnerable learners

## 9.4 Classroom and subject teachers

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

Our teachers will:

- Focus on solution-focused outcomes for every child and the outcome wanted from any SEN support;
- Be responsible for meeting special educational needs under the guidance of the SENDCo and Head teacher;
- Have high aspirations for every child setting clear progress targets;
- Involve parents and the child in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

#### 9.5 Learning Support/Teaching Assistants

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

### **Section 10: Partnership with Parents/Carers**

Our school aims to work in partnership with parents and carers.

We do so by:

- Working effectively with all other agencies supporting children and their parents;
- Giving parents and carers opportunities to play an active and valued role in their child's education;
- Making parents and carers feel welcome;
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- Instilling confidence that the school will listen and act appropriately;
- Focusing on the child's strengths as well as areas of additional need;
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- Agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets;
- Keeping parents and carers informed and giving support during assessment and any related decision-making process;
- Making parents and carers aware of sources of information, advice and support;
- Providing all information in an accessible way for parents with English as an Additional Language;
- Producing a SEND Information Report that will be published on the school website; and
- Publishing information about the Pupil Premium (expenditure & impact) on the school website.

### **Section 11: Involvement of Pupils**

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

- Share their views about their education and learning;

- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- Self-review their progress and set new targets;
- Monitor their success at achieving the targets on their SEN Support Plan; and
- Create a One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

### **Section 12: Supporting pupils at school with medical conditions**

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision. The school has a policy for 'medical conditions' which can be found on the school website.

### **Section 13: Effective Transition**

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.
- When children are due to leave our school, they and their parents will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews.
- From Y6 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood.
- For children with an Education Health & Care Plan in transition years, the SENDCo will also attend any Annual Reviews for the children at their feeder school if invited

### **Section 14: Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school).

### **Section 15: Exam Access arrangements**

The statutory tests that our pupils take at the end of Key Stage One and Two are designed to be accessible to the majority of pupils in a specific amount of time without modification. In the case of pupils with SEND they may be eligible for access arrangements. However, these arrangements are

normal classroom practice for the child. For some pupil with slow writing speed or fine motor activities it may be appropriate to download the appropriate form for using an amanuensis or making a transcript. For pupils with a visual impairment it may be necessary to order modifies or large print test papers. Some access arrangements require permission from the local authority (e.g. additional time). Applications for these arrangements to be considered must be filled in online via the NCA Tools website. A small number of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that are affected by a condition that means they cannot demonstrate their true potential in the set amount of time.

### **Section 16: Storage of records**

All SEN records are stored in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN is recorded accurately and kept up to date. Only relevant staff have access to SEN records and the SENDCo ensures all records are passed on to a new school as part of the transition process.

### **Section 17: Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **Section 18: Other key members of staff in our school**

Designated Teacher with specific responsibility for safeguarding

- Mrs E Cooke (Headteacher and Deputy Safeguarding Lead)
- Mrs E Slack (Learning and Welfare Mentor and Deputy Safeguarding Lead)
- Mrs G Lakin (Assistant Headteacher and Safeguarding Lead)

Member of staff responsible for managing PPG/LAC funding

- Mrs G Lakin (Assistant Headteacher and Designated Teacher for Looked After Children)
- Miss L Talbot (Assistant Headteacher and Pupil Premium Co-ordinator)

### **Section 19: Links with Other Services**

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email [psychology@doncaster.gov.uk](mailto:psychology@doncaster.gov.uk)

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email [sen@doncaster.gov.uk](mailto:sen@doncaster.gov.uk)

SENDIASS - Special Educational Needs and Disabilities Information Advice and Support

Service (formerly SEDSEND) Contact number 01302 736920 or email [sendiass@doncaster.gov.uk](mailto:sendiass@doncaster.gov.uk)

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email [apws1@doncaster.gov.uk](mailto:apws1@doncaster.gov.uk)

Virtual School for Children in Care: Contact number: 01302 737242

CiCEducationService@doncaster.gov.uk Children with Disabilities Team: Contact number: 01302 735885 or email [dcr@doncaster.gov.uk](mailto:dcr@doncaster.gov.uk)

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

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email  
Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email  
[emtas@doncaster.gov.uk](mailto:emtas@doncaster.gov.uk)

**Section 20: Information on where Doncaster Local Authority's Local Offer is published**

<http://www.doncaster.gov.uk/services/schools/local-offer-sen>