



SEND Policy

2025/2026

DSJA School Vision

Attending Dodworth St John the Baptist Primary Academy is something that we, as staff, are very proud of; this is a school with lots of history and one that has been central to the Dodworth community. We want families and children to be similarly proud of their school and to feel that, by attending, they are a part of something important.

*To this end, our Christian Vision and Values are based on what we want Dodworth St John the Baptist Primary Academy to be: a place where all who attend are kind and honest, enjoy learning about life in all its fulness, and work, live and play as part of a team.
We are calling this 'The Dodworth Pledge':*

SEND Aims of the School

- To ensure that all children have access to broad and balanced learning opportunities and are able to access the full curriculum, alongside their peers.
- To provide appropriate support to the individual's needs and ability.
- To ensure the early identification of all children requiring SEND provision.
- To ensure that children with special educational needs take as full a part as possible in all activities.
- To develop and maintain positive relationships and work alongside parents and carers of learners with SEND, ensuring they are kept fully informed and involved in their child's learning, progress and attainment.
- To ensure that SEND children are involved, where practicable, in decisions affecting their future SEN provision and learning.
- To ensure that all children are able to achieve their full potential.
- To provide a fully inclusive learning experience across all curriculum areas.

SEN Team

Sarah Wood - SENDCO

Hannah Oxley – Learning Mentor

Pastoral Team (Supporting Social Emotional and Mental Health Needs of the school community)

Hannah Oxley – Learning Mentor

Laura Harper – Parent Support Advisor

The role of the SENDCO

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all pupils with SEND up to date
 - working with the school leadership team provide relevant CPD for all staff.

The role of the Learning Mentor

- Responsibility for the day to day management of SEN provision in relation to the effective deployment of resources to meet the individual needs of SEN pupils in school.
- To liaise with staff in the school to discuss the requirements for SEN pupils and in liaison with the SENCO to plan effective provision.
- Coordinate the allocation of support across the school to meet the needs of individual pupils.
- To arrange and collate information for the SENCO in relation to SEN review meetings.
- Assist in the implementation and effective monitoring of individual education plans.
- To maintain effective communication with other staff, pupils, parents, and external agencies in relation to SEN pupils and provide helpful and accurate responses to parent/carers enquiries.
- To manage the provision of information to parent/carers and other staff about SEN pupils and their individual needs.
- To personalise teaching resources and strategies to meet the needs of an individual or a small group.
- To assist with arrangements for SEN pupils on arrival and departure from school.
- To assist the SENCO with the identification of pupils who require specialist intervention programmes, to inform parents and staff of these arrangements and to monitor pupil progress.
- Assist in liaising with the Health Services, e.g. Occupational Therapy, Physiotherapy, Sensory Resource Provision and ensure that advice and guidance supplied by these professionals is passed on to relevant staff.
- Advise on the appropriate deployment and use of learning resources and specialist equipment within the school.

The role of the Pastoral Team in SEND

- To support the development of provision for children with social, emotional and mental health needs.
- To ensure the safety and wellbeing of learners at DSJA.
- To work collaboratively with families and wider professionals.

The role of the Governing body

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND children.
- Ensuring that SEN children are fully involved in school activities.
- Being fully involved in agreeing the SEND policy.

The role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Definition of Special Educational Needs:

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

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child is classed as disabled if:-

- Many children and young people who have SEN may 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘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, e
- pilepsy, 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.

There are four broad categories used when identifying a child’s needs. These are;

- Communication & Interaction
- Cognition & learning
- Social, emotional and mental health
- Sensory and/or physical needs

If you feel that your child falls into any of the above categories then please make your child’s class teacher aware in the first instance. A meeting with the SENDCO can then be arranged.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability’. (COP, 1.28)

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school’s published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan.

Identification, Assessment and Provision

At Dodworth St John's Primary, we have adopted a whole-centred approach to SEN policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into all activities. Every effort is made to ensure that they have full access to learning opportunities and/or the National/EYFS Curriculum and are integrated into all aspects of the setting.

The SEND Code of Practice 2015 makes it clear that all teachers are teachers of children with special educational needs. It is ultimately the responsibility of the class teacher to ensure each child receives appropriate learning opportunities. All teachers/practitioners are responsible for identifying children with SEN and, in collaboration with the SENDCO and/or Lead Teacher, will ensure that those children requiring different or additional support are identified at an early stage.

Our mission as educators, is to ensure that all children receive a high-quality education that promotes pupils development and equips them with the knowledge and cultural capital they need to succeed in life, leading them back to their rightful status as fully engaged, authentic learners. It is important that all children are given the support needed to make good progress.

The school leadership team regularly conduct a range of monitoring activities such as lesson observations, work scrutiny and environment audits to ensure that teaching and learning is of a high standard and differentiated to an appropriate level for each child. Based on the outcomes of these observations support is planned in the form of staff development and INSET to ensure that all staff are up-skilled in their understanding of strategies to support vulnerable pupils or those that have/may have SEN. Our school also subscribes to the Parago Online Training platform and Local Authority Training Offer, where staff have continuous access to a vast range of CPD webinars including many linked to SEND. Regular SEND keep in touch meetings with SLT ensure no child gets left behind.

The first step in responding to pupils who have/may have SEN is when a need has been identified by the adults who work with the child; this could be the parent/class teacher or LSA or member of the SLT.

The graduated approach to identifying Special Educational Needs

The purpose of identification is to work out the action the school needs to take to meet the child's individual needs, not to fit a pupil into a category.

In supporting pupils with SEND, in line with the SEND Code of Practice (DfE, 2015) we follow a process of Assess, Plan, Do, Review.

Assess

Following the initial concern around a special educational need, a clear analysis of the pupil's needs would be carried out collaboratively, in partnership with the parent(s)/carer(s), class teacher, and a member of the SEND Team. This will explore the pupils key strengths, barriers to learning, attainment and progress information, attendance, previous support and impact considering all views, including the views of the child. An observation of the child may also take place by the SENDCO and wider agencies may be involved, if it is felt this is relevant.

Plan

Following this assessment, if deemed necessary, an SEND Monitoring Plan or SEN Support Plan will be developed in collaboration with all relevant parties. This plan will clearly identify the assessed needs, outline key targets and expected outcomes, and specify the provision required to support the achievement of these goals — including subject-specific support where appropriate. In some cases, a referral to external agencies may be recommended; this will always be undertaken in consultation with parents. The final support plan will be co-produced with parents and key staff members involved, after which the child will be added to the school's SEND Register.

See Early Identification of SEND needs document for further information:-

<https://new.express.adobe.com/published/urn:aaid:sc:EU:0c6d05af-fc6f-4551-aa4f-e5d2f9529269>

Do

All parties involved in the planning stage of the SFP take their agreed responsibility as identified on the plan. The class teacher will remain responsible for implementation of provision in school with support of the SEND team.

Review

Support Plans are monitored regularly and reviewed in line with an agreed date, in collaboration with families, child, class teacher and , in some cases, a member of the SEND team, to measure the impact of support on progress; this is usually termly, however can be more frequent. Next steps are then agreed collaboratively and this process repeats. All reviews follow a 'person centred approach' and keep the child at the centre. Review meetings are documented as part of the Support Plan.

Where concerns remain around a child's progress and development or the provision needed to support a child is beyond what the school currently has capacity to provide, it may be necessary to request an Education, Health and Care Needs Assessment. If this is accepted, the child will be issued with an Education Health and Care Plan. This is a legal document which outlines the pupil's strengths, barriers to learning, learning outcomes and provision needed to meet their more complex needs and provides additional funding to support the implementation of the outlined provision.

Where a pupil has an Education, Health and Care Plan (EHCP), the local authority **must** review that plan as a minimum every twelve months. The school will co-operate by holding these annual reviews, in line with the guidance. Annual Reviews are carried out in partnership with school, the family and wider agencies involved.

At all times the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan. At Dodworth St John's Primary, Pupils who hold an EHCP will also have a Support Plan to reflect current targets and specific provision. This will reflect the longer term goals outlined in the child's EHCP.

Allocation of Resources

It is the school's responsibility to provide the resources to fund additional provision up to £6000. When the level of support required to meet a child's needs exceeds this, school or parent(s)/carer(s) will look to request an EHC Needs Assessment in the hope of securing the additional 'top up funding' needed to meet the child's needs. Where a child has an EHCP, their allocation of resources is outlined in the document.

Children with an EHCP can apply for a personal budget, where all partners involved must set out in their joint commissioning arrangements.

More information can be found at: <https://www.barnsley.gov.uk/services/council-and-democracy/plans-strategies-and-performance/send-strategy/>

English as an additional language:

Particular care will be needed with children whose first language is not English. Their progress will be closely followed ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Record Keeping

The school will keep records of both the steps taken to meet children's individual needs as well as wider SEND or medical documentation. These will be kept securely in line with school policy.

Accessibility

The school is accessible to all regardless of SEND. There are wheelchair friendly ramps to allow access to all areas of the school building. For further information see our schools Accessibility policy.

Transition

All children access transition days with their class. In some cases children may require additional transition time, this will be decided by school in partnership with parents.

Transition may include:-

- Meetings between teachers.
- Children meeting their new class teacher.

- Development of a package that will follow your child through to their next classroom. E.g. A communication package- upskilling of staff in child's preferred communication mode.
- Home visits by school prior to start date.
- Visits to new setting.

Managing the medical needs of pupils

Where a child has both SEND and a medical health condition the EHC plan will specify the type and level of support required to meet their needs. Where an EHC is not in place, school will work with parent and carers and the wider medical team involved to specify the type and level of support required to meet their needs and if required explore a request for an EHC Needs Assessment.

For further information see the Supporting pupils at school with medical conditions policy.

SEND policy review

The setting considers the SEN Policy document to be important and undertakes a thorough review of SEND practice and provision each year. The outcomes of this review are used to inform the School Development Plan.

Policy Reviewed - September 2025