AUCKLEY PRIMARY ACADEMY



Special Educational Needs and Disability (SEND) POLICY

PERSON RESPONSIBLE FOR POLICY:	**EMMA FOX**
APPROVED:	**DATE: OCTOBER 2026**
SIGNED:	**ROLE: CHAIR OF GOVERNORS**
TO BE REVIEWED:	**NOVEMBER 2027**

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Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework 23rd July 2021

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010 and subsequent updates

Education Bill 2011

Children and Families Act 2014

Mental Health and Behaviour in Schools 2016

Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014

Teachers Standards 2014

National Inclusion Statement

Our Academy Profile

Auckley School Academy is a 5 – 11 mainstream primary school serving the village of Auckley. The school converted to academy status on **1st September 2011.**

It is a fully inclusive school with a nurturing, caring ethos that is committed to working in partnership with pupils, parents and the community. At Auckley School we strive for excellence in all we do and endeavour to inspire your child both academically and as a person to reach their full potential.

Aims and Objectives

Together we nurture, challenge and inspire.

Aims

- ✓ **To provide a welcoming and secure environment for all, that celebrates success.**
- ✓ **To safeguard all children.**
- ✓ **To challenge all children to achieve their full potential.**
- ✓ **To promote British Values throughout school.**
- ✓ **To provide quality, inclusive education (meaning access to all areas of education, for all pupils, regardless of ability, race or gender) with**

regular communication and consultation with parents, governors, children and staff.

- ✓ **To create lifelong learners who are positive role models for our ever changing society.**
- ✓ **To promote an effective home school partnership.**

To provide a safe, welcoming and secure environment for all, that celebrates success.

Objectives

We will:

- ✓ Celebrate the successes of all children encouraging them to enjoy and achieve both in and out of school at every opportunity e.g. sharing assembly, achievement assembly, opportunities to share achievements in class, certificates, achievement book;
- ✓ Make the school environment stimulating and challenge children to achieve their very best;
- ✓ Promote high standards of behaviour and expectations;
- ✓ Be approachable and responsive to children's, parents' and carers' needs;
- ✓ Nurture a caring and supportive environment where we have a zero tolerance approach to bullying, discrimination and anti-social behaviour; and
- ✓ Actively involve the whole school community including children in promoting a welcoming environment and give them the opportunity to make choices about this.

To safeguard all children.

We will:

- ✓ Protect children from maltreatment;
- ✓ Prevent the impairment of children's health or development;
- ✓ Ensure that children grow up in circumstances consistent with the provision of safe and effective care;
- ✓ Take action to enable all children to have the best outcomes (*Working Together to Safeguarding Children 2015, HM Government)*;
- ✓ Safeguard all children regardless of age, gender, ability, culture, race, language, religion or sexual identity;
- ✓ Promote effective working relationships with other agencies, especially the police and social care; and
- ✓ Provide a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns.

To challenge all children to achieve their full potential.

We will:

- ✓ Provide a broad and balanced curriculum that encourages readiness to learn and ensures children achieve and exceed age related expectations;

- ✓ Provide stimulating and differentiated activities that are interesting, realistic and achievable (and fun where possible!) to ensure children attend and enjoy school;
- ✓ Incorporate target setting and monitor progress towards children achieving and exceeding the targets that are in line and above age related expectations;
- ✓ Work with parents and outside agencies to maximise achievement and support learning;
- ✓ Provide strong role models that ensure personal, social development; and
- ✓ Encourage staff development through effective use of
- ✓ performance management and staff professional training.

We will:

To provide quality, inclusive education (meaning access to all areas of education, for all pupils, regardless of ability, race or gender) with regular communication and consultation with parents, governors, children and staff.

We will:

- ✓ Work as a team involving pupils, parents, carers, families and all staff;
- ✓ Strive to provide equal opportunities and to promote gender awareness;
- ✓ Ensure that the education we provide is appropriate and accessible to all irrespective of gender, religion, ethnic group or individual abilities and needs;
- ✓ Have high standards of expectation shared by all members of the school community; and
- ✓ Promote personalised learning through the use of Assessment for Learning.

To create lifelong learners who are positive role models for our ever changing society.

We will:

- ✓ Provide strong/positive role models within the whole school community, who have a shared vision;
- ✓ Utilise community role models, inviting them into school to share their expertise;
- ✓ Take a holistic approach to achieve confidence and self-worth;
- ✓ Assist children to become independent learners through making informed choices in their personal and academic development;
- ✓ Promote equality and diversity of individual difference;
- ✓ Provide a stimulating learning environment influenced by current educational initiatives, research and reflective practice; and ✓ Equip children to cope with all advances in technology.

To promote an effective home school partnership.

We will:

- ✓ Help parents and carers to access outside support where needed;

- ✓ Welcome the community to school events and initiatives;
- ✓ Provide information for parents to enable them to play an active part in their children's education e.g. how to help your child at school meetings; and
- ✓ Involve parents at every stage of the transition process.

Definitions of SEN and of Disability

SEND Definition

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 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

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

*"Special educational provision is educational or training provision that is **additional to** or **different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

SEND Code Of Practice (2014)

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEND Code of Practice 2014

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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 on the Autistic Spectrum (AS) 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.

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation.

Cognition and Learning (C and L)

Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Moderate learning difficulties (MLD);
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication;
- Profound multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable 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 (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The Department for Education (DfE) has published Guidance on managing Pupils' mental health and behaviour difficulties in schools.
https://www.gov.uk/government/news/mental-health-behaviour- guidance-to-be-issued-to-schools

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 specialists 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.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Difficulties that may not be related to SEND

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate Early Interventions are put in place to help these children reach the same expectations as their peers.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

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

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 with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Auckley School has been adapted so it can meet the needs of all who are disabled. The school environment is fully accessible for those who need the use of a wheelchair, ramps have been installed to allow access to the school. Appropriate toilet and changing facilities have been created for those who need to access these.

Graduated approach to identifying if a child requires SEND Support

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 APDR);
- 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, in year assessments and end of Key Stage assessments, to track individual children’s progress over time
- In year assessments are reviewed collaboratively at least twice a year; • 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; and
- involving an external agency, and the Educational Psychology Service (EPS) as a minimum, 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.

General Provision for all children using Core School Funding

All children will have access to well-differentiated, quality first teaching enhanced, where appropriate, through low level, short term interventions.

- 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 SEN.

The whole school provision map enables us to:

1. plan strategically to meet children's identified needs and track their provision;
2. audit how well provision matches need;
3. recognise gaps in provision;
4. highlight repetitive or ineffective use of resources;
5. cost provision effectively;
6. demonstrate accountability for financial efficiency;
7. demonstrate to all staff how support is deployed;
8. inform parents, the Local Authority, external agencies and
9. Ofsted about resource deployment; and
10. focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self- evaluation.

Class and Group Intervention

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;
- ✓ low level, short term, evidence based intervention programmes; targeted additional adult group support and, where appropriate, individual support;
- ✓ differentiation of curriculum resources;
- ✓ booster intervention groups are provided in Reading, Writing, SPaG and Number; and
- ✓ support to participate in the life of the school

Monitoring and Evaluation of progress

The Monitoring and Evaluation of progress is actioned through:

- ✓ 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;
- ✓ pupil progress tracking using assessment data (O' Track);
- ✓ attendance records and liaison with Education Welfare Officer (EWO)where appropriate;
- ✓ regular meetings about children's progress between teachers and the Senior Leadership Team; and
- ✓ SENCo report to governors on a Termly basis

Additional SEND 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 SEND 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 the Local Authority. In line with national school funding, our school will contribute to meeting additional needs above the usual teaching and learning entitlement if a child requires SEND support.

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

- the class teacher, 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 offered; ○ we will agree targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEND Support Plan (SSP); ○ children will have targets they can understand;
- targets 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; and
- our SSPs will have a maximum of four SMART targets.

Targets for an SSP will be arrived at through:

1) discussion, wherever possible, with parents/carers, teachers, support staff child;
2) discussion and the with other practitioners as appropriate; and 3) classroom observations by the SENDCo and other senior leaders.

Our SSPs will be time-limited – at termly review, there will be an agreed to what to do next. The SSPs will be based on informed assessment and will include the input of appropriate outside agencies particularly where concerns are.

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 SEND support up to £6,000 per year for each individual child. Children with no SEND 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. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school.

For some children additional provision and support will need to be deployed for the longer term in order to meet their needs and planned outcomes effectively. 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.

Statement of Special Educational Needs or Education Health and Care Plan

Children an Education Health and Care Plan will have access to all arrangements for ***children in receipt of SEN Support*** and, in addition to this, will have an Annual Review of their EHCP. 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
2014.

Management of SEND within our school (reference to SEND Information Report requirements)

The Head teacher of the Academy and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our 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 Inclusion Lead is also the Designated Teacher for Looked After Children and has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Auckley School will annually produce a SEND information report. The report shall describe the implementation of the SEND and Inclusion policies.

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.

Head teacher

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

SENDCo

The SENDCo will oversee the day- to-day operation of this policy and will:

- be a qualified teacher working at our school for at least 12 months, he/she will gain statutory accreditation within three 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 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 a Statement of SEND or 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; and 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 which will include:

- 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; and liaise closely with a range of outside agencies to support vulnerable learners.

Classroom 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 outcomes for every child and the outcome wanted from any SEND support;
- be responsible for meeting special educational needs under the guidance of the SENDCo and Head;
- have high aspirations for every child setting clear progress targets; and
- involve parents and the child in planning and reviewing progress, sharing information, seeking their views and providing regular updates on progress.

Teaching Assistants(TAs)

- TAs are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENDCo;
- we deploy our TAs depending on their level of experience;
- our TAs are most effective when the support they give is focused on the achievement of specific outcomes; and

- TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

Partnership with Parents/Carers Involvement

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 an SEND Information Report that will be published on the school website; and
- publishing information about the Pupil Premium (expenditure & impact) on the school website.

Involvement of the Children

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 outcomes setting across the curriculum so that they know what their outcomes are and why they have them;
- self-review their progress and set new outcomes;
- monitor their success at achieving the outcomes on their SEND Support

Plan; and

- create One Page Profile of their likes, dislikes, family, friends, strengths, needs and aspirations for their future.

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 (SEND) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

At Auckley School we have arrangements in place to support children with medical conditions:

- We support pupils with medical conditions, so that they have full access to education, including physical education and educational visits.
- Staff are fully informed and adequately trained by a professional, where necessary, in order to administer support or prescribed medication.
- A Medical Care plan is developed for any child with long term medical needs, in association with parents and relevant healthcare professionals.
- All staff respond sensitively, discreetly and quickly to situations where a child with a medical condition requires support.
- We have a team of staff who are first aid trained.

Effective Transition

At Auckley School we recognise that transitions: Pre-School to Foundation Stage, Foundation to Key stage 1, Key Stage 1 to 2, and Key stage 2 to 3, can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- 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 Statements of SEND or an Education Health and Care Plans at their statutory Annual Reviews.

- A transition timeline will be produced and shared with the family.
- For children with an Education Health & Care Plan in transition to secondary school, the Secondary SENDCo will be asked to attend any Annual Reviews for those children in Year 5 or 6.

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).*

Testing Access arrangements

All pupils will be assessed at the end of Foundation Stage, Key Stage 1 and 2.

In relation to the new national curriculum and assessing without levels, children who are attaining significantly below their Age Related Expectations may be assessed on the objectives for the year below their expected year group. Children who are attaining significantly below their Age Related Expected or have a significant need, will be supported during exams with readers, scribes and additional time where appropriate.

Storage of records

All SEND records are stored in line with the requirements of the The General Data Protection Regulation 2016/679 (GDPR). The provision made for pupils with SEND is recorded accurately and kept up to date. Only relevant staff have access to SEND records and the SENDCo ensures all records are passed on to a new school as part of the transition process.

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 a member of senior management team. The Governor with specific responsibility for SEN, Mrs Katy Hayes, 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)*

Other key roles in our school

Designated Teacher with specific Safeguarding responsibility

Mrs Emma Fox – Head Teacher

Mrs R Belk – Early Years Lead,

Name of member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils Mrs Emma Fox – Head Teacher

Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email ***psychology@doncaster.gov.uk***

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email ***sen@doncaster.gov.uk***

Parent Partnership Service: Contact number 01302 736920 or email ***parent.partnership@doncaster.gov.uk***

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email ***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***

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 ***jenni.machin@doncaster.gov.uk***

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email

emtas@doncaster.gov.uk

SAIDIAS-SEND parent support group

Doncaster SENDIAS - Doncaster Council

Information on where Doncaster Local Authority is Local Offer is published

http://www.doncasterchildrenandfamilies.info/thelocaloffer.html