

SEND Policy

Section 1: Main Contact details and Policy key dates

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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 July 2014. 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 July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Teachers Standards 2013
- National Inclusion Statement
- National Curriculum 2014.

2.2 Our academy has separate policies in place for:

- Safeguarding Children and Young People
- Accessibility
- Assessment
- Anti-Bullying
- Behaviour
- Supporting Children with Medical Needs
- Intimate Care
- Physical Restraint
- Moving and Handling
- Confidentiality.

2.3 Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This can be found on the Academy website at www.rowenaacademy.org.uk

2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

Section 3: Profile and Values

3.1 Our Academy Profile

Rowena Academy is a Converter Academy (age range 3 - 7) situated in Conisbrough near Doncaster. Rowena became an Academy on November 1st 2011.

3.2 Our Academy Values

At Rowena Academy:

- We uphold children's right to education and recognise the diverse educational needs within our community.
- We celebrate our children's strengths, interests and individuality.
- We have high expectations and aspirations for all our children.
- The views, wishes and feelings of our children are central to all we do
- We work positively and proactively with parents/carers and others involved.
- All our children are entitled to a broad, balanced and relevant education and to feel secure, safe and valued.
- All children are encouraged to participate in the life of our school.
- All our teachers are teachers of children with SEND and are responsible for their progress and development.

Section 4: Aims and Objectives of our approach to SEND

4.1 At Rowena we aim to:

- put our values into practice every day.
- use our best endeavours to achieve maximum inclusion and success for all our children.
- encourage high levels of participation from children, parents and carers.
- have a clear focus on steps toward positive life-long outcomes.
- explain what we do, when, why and how.
- meet our statutory duties.

4.2 Our Objectives are:

- to work in partnership with families and others involved in the care of children in our school.
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others.
- to sustain a "whole child, whole school" approach to the co-ordination and provision of support for special educational needs.
- to ensure that every teacher is a competent teacher of every child, including those with SEN through well targeted and continuing professional development.

- to deploy effective support staff whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality teaching.
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests.
- to identify needs, particularly of vulnerable and disadvantaged children, at the earliest opportunity, meet their needs, and review their progress regularly.
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers.
- to focus on individual progress across a wide range of outcomes as the main indicator of success.
- to develop and support the role of the Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN.
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all.
- 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: Definitions of SEN and of Disability

5.1 SEN 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.

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 SEN 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.

5.2 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 with Autism Spectrum Condition (ASC), 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.

5.3 Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- moderate learning difficulties (MLD),
- severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; 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.

5.4 Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behavior should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (besd) is no longer a type of SEN.

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.

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.

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.

5.6 Difficulties which may not be related to SEN

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 interventions are put in place to help these children 'catch up'.

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

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 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.

Section 6: Graduated approach to identifying if a child requires SEN Support

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).

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.

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.

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.

6.2 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:

- 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 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;
- differentiation of curriculum resources;
- SMART target setting;
- speech, language and communication support groups;
- low level, short term, evidence based intervention programmes;
- targeted additional group support;
- targeted additional 1 to 1 support run by school staff or an outside agency;
- personal, social and emotional skills support groups;
- fine motor skills and co-ordination support groups;
- support to participate in the life of the school;
- lunchtime and afterschool reading clubs.

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.
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate.
- Regular meetings about children's progress between teachers and the Principal.
- Principal's report to the AAB.

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

Every school has a whole school annual budget made up of core funding per child on roll at a point in time and additional SEN 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 SEN Support is as follows:

- the class teacher, sometimes with the SENCO, will discuss with parents if we feel that their child requires SEN Support;
- additional SEN 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 targets towards longer term outcomes that are reviewed termly with parents and their child as appropriate (on an SEN Support Plan (SSP));
- children will have targets they can understand;
- our SSP's 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;
- targets will address the underlying reasons why a child is having difficulty with learning;
- our SSP's will be accessible to all those involved in their implementation – children have an understanding and 'ownership of their SSP and have their own 'Child Friendly' version in their Target folder;
- our SSP's will state how a child will be supported to move forward with learning and wider outcomes;
- our SSP's will have a maximum of four SMART targets;
- 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
 - classroom observations by the school's Special Educational Needs Co-ordinator (SENCO) and other senior leaders;
- our SSP's will be time-limited and reviewed termly;
- our SSP's 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, SENCO 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 SEN Support

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

For some children with SEN, 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 SEN, 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. Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

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 SEN Team before a request is submitted.

Section 8: Education Health and Care Plan

Children with 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 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 2014.

Section 9: Management of SEND within our school

9.1 General

The Principal and the Academy Advisory Body (AAB) have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Principal and the AAB member with responsibility for SEN on the ongoing effectiveness of this policy.

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.

9.2 Principal

The Principal 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 Coordinator (SENCO)

Our SENCO will oversee the day- to-day operation of this policy and will:

- 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 SEN support from the school's delegated budget, children in receipt of High Needs funding and with Education Health and Care plans.
- co-ordinate provision for children with SEN.
- liaise with and advise teachers and other classroom / targeted support staff
- manage the records on all children with SEN.
- liaise with parents of children with SEN, 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 SSP's.
- co-ordinate multi agency meetings and statutory Annual Reviews for children with 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 SEN.
- follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes.
- attend training as appropriate.
- liaise with the school's AAB member with responsibility for SEN, keeping them informed of current issues regarding provision for children with SEN.
- liaise closely with a range of outside agencies to support vulnerable learners.

9.4 Class teachers

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

Our teachers will:

- focus on outcomes for every child and the outcome wanted from any SEN support;
- be responsible for meeting special educational needs under the guidance of the SENCo and Principal;
- 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.

9.5 Learning Support/Teaching Assistants

- LSA/TA's are part of our whole school approach to SEN working in partnership with the class teacher and the SENCO.
- we deploy our LSA/TAs depending on their level of experience.
- our LSA/TA's are most effective when the support they give is focused on the achievement of specific outcomes.
- LSA/TA's 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.

Section 10: Partnership with Parents/Carers

Our Academy 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 SEN, 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 SEN 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 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 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.

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 an EHCP which brings together health and social care needs, as well as their special educational provision.

At Rowena 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.
- Academy staff are fully informed and adequately trained by a professional, where necessary, in order to administer support or prescribed medication.
- An Individual Healthcare Plans 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.

Section 13: Effective Transition

At Rowena we recognise that transitions 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 SEN 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 ensure all SEND records are passed on as soon as possible.

We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews and the SENCO from the child's new school will be 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: End of Key Stage Assessment Arrangements

All pupils will be assessed at the end of the Foundation Stage and in their final year of Key Stage 1. This includes pupils on the academy's register who are attending a special school or pupil referral unit (PRU).

If a teacher does not have evidence that a pupil consistently meets all the statements in the 'working towards' standard in the interim framework for teacher assessment, the interim pre-key stage standard (foundations for the expected standard), is used to provide a statutory assessment outcome for the pupil.

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 SENCO 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 SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Principal. The Academy Advisory Body (AAB) member with specific responsibility for SEN may be involved if necessary. In the case of an unresolved issue then a complaint can be made using the Rowena Academy Complaints Procedure.

Section 18: Other key members of staff in our Academy

Michelle Benton	Principal Designated Teacher with specific Safeguarding responsibility.
Sherry Kahler	Vice Principal Deputy Designated Teacher with specific Safeguarding responsibility. Teacher with responsible for Children in Care. Teacher with responsible for meeting the medical needs of pupils.

Amy Hughes Parent Support Advisor.
Deputy Designated Teacher with specific Safeguarding responsibility.

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.

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

Ethnic Minority and Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk.

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

The local authorities and other services must set out a Local Offer of all services available to support children who are disabled or who have special educational needs and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies. Doncaster Local Authority's Local Offer can be found at:

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

This policy was updated in September 2018 and will be reviewed in September 2019.

Signed: *M. Benton*

Date: 20/09/18

Principal