

Highfields Primary Academy

SEN Policy 2019

Policy updated: September 2019

Review date: September 2020

Key Information

Head of Academy	Mrs Jo Sercombe
SENCo	Mrs Jo Sercombe
Does the SENCo hold the National SEN Coordinator Qualification?	Yes
Is the SENCo a member of SLT?	Yes

Highfields Primary Academy is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having Special Educational Needs (SEN) are entitled to access the curriculum and be fully included in all aspects of school life.

At Highfields we aim to identify these needs as they arise and provide teaching and learning that enables every child to achieve to his or her full potential.

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
 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
 Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, EQUALS adapted curriculum, profound curriculum)

At Highfields we support SEN in a mainstream setting. We provide differentiated learning, resources and support to meet the needs of individuals. Working with parents, children and fellow professionals, the school develops children's potential both academically, personally and socially.

To help us achieve this we are able to access support from the local authority's local offer, as well as a range of health and social services. We are also supported from our academy group, DELTA.

Objectives

To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.

To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from a statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

To provide specific input, matched to individual needs, in addition to differentiated class room provision, through Quality First teaching in the first instance.

To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

What is a SEN?

A pupil has SEN where their learning difficulty or disability calls for special educational provision; that is provision that is different from or additional to that normally available to pupils of the same age.

SEN may require short, medium or long term support. Some children may need intense short term support to give them the tools to manage any difficulties they have. Equally, children may need longer term support, of varying degrees to help them make progress.

SEN is classified into four areas:

Communication and interaction;

Cognition and learning;

Social, emotional and mental health (SEMH);

Sensory and/or physical needs.

(See notes 6.25 to 6.32 of the SEN Code of Practice for full definitions).

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.

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

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.

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 and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND.

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/publications/mental-health-and-behaviour-in-schools--2>

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 rehabilitation 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.

These some people may have difficulties in more than one of these areas, for example a speech concerns can be an indicator of ASD, although additional characteristics of this may only present overtime.

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

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.

Approach to Learning

Highfield Primary Academy is committed to providing a high quality education to all the children. We believe that all children, including those identified as having special educational need, are entitled to access the curriculum and be fully included in all aspects of school life.

We believe that all children should be included in an engaging and creative curriculum. Classroom based quality first teaching is used to ensure that children are able to access learning in all lessons. Lessons are differentiated to suit the different learning and sensory needs of individual pupils. Resources and support are used to ensure that everyone is able to access the curriculum and thrive and develop. We used a targeted approach to teaching, so that all children receive direct contact with teachers and support staff. Teaching Assistants and Learning Mentors are also used to support individuals and groups where a need is identified.

All of our children participate in classroom based learning, with small interventions groups receiving additional support where a need is identified (which may be outside of the classroom). Sometimes for specific activities children may receive 1-2-1 support.

We provide additional individualised education opportunities for those with specific needs e.g. to support SEMH (Social, Emotional and Mental Health). This can be done on a 1-2-1 basis (e.g. Learning Mentor) or in group scenarios (e.g. PSHE types sessions).

Responsibilities

People within our school have specific responsibilities in terms of SEN:

Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Specifically there are responsible for:

- Identifying any concerns for specific pupils, based on a range of assessments (observations, formal testing, general performance and interactions with others, etc.). They are responsible for informing the SENCO of any specific concerns
- Writing and maintaining One Page Profiles/Support Plans, setting SMART targets, which are regularly reviewed and updated, supported by the SENCo
- Providing quality first teaching and planning, which provides appropriate differentiation (resources, support, objective, etc.) for all pupils
- Adhering to the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

Learning Mentor

- Support attendance in school
- Liaising with teachers to provide targeted support
- Liaising with parents of pupils with SEN
- Provision of social and emotional well-being support for children with SEN
- Provide support to enable children to access learning
- Provide specific interventions to support children and parents
- Work with school and external partners to provide the best outcomes for children
- Evaluating and improving their provision.

SENCO – Mrs J. Sercombe

All schools must have a designated SENCO. The SENCO works closely with all parties across the school from pupils and parents, to teachers and the AAB (Academy Advisory Board). The SENCO is also the main contact for outside agencies engaging with the school.

The main responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- 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 Head of Academy and AAB 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 SEN up to date.

Leadership

The leadership team and governing body hold accountability and responsibility for pupils in their school.

- Specifically the Head of Academy must make sure that the AAB is kept up to date about any issues in school relating to SEND.
- The AAB must make sure that the necessary support is made for any child who attends the school who has SEND.
- The school SEN AAB representative is Mrs Helen Wrigglesworth.

Monitoring and Evaluating

Teacher and senior leaders are responsible for monitoring and identifying progression concerns within the school. Senior leaders can identify concerns through half termly data, and class teachers can also do this along with monitoring concerns that present in daily interactions with the child.

- 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

Support for all children

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 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.

Identifying concerns

At Highfields children are assessed on entry to school and staff will observe children to monitor their progress academically, socially and emotionally. Children are assessed throughout their time in the school, to enable staff to celebrate successes and identify any areas of concern. We combine assessment data with observations to identify any concerns. We use a graduated approach to identifying concerns.

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, views, wishes and feelings

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.

Children requiring additional support:

Assessment and observation feedback can be used to identify children making less than expected progress given their age and individual circumstances. Examples of concerns may be where assessments show a child:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their own previous rate of progress
- fails to close the attainment gap between themselves and their peers (widens the attainment gap further).

If quality first teaching and sufficient differentiation have not resulted in progress for the child, the teacher should raise and SEN concern form in line with the school SEN concern and monitoring process policy.

To aid early identification of any SEN, the school has several assessment tools that can be used to complement class assessment and assessment data:

- Dyslexia screener
- Phonics screening
- NFER assessment
- Emotional literacy assessments - Boxall Profile
- We use early intervention to address any issues as soon as possible to minimise impact on long term progress. Concerns are logged and a monitoring and action process is used to support the pupils, with any actions then being agreed.

Possible outcomes could include:

- No further action being needed
- Children being added to the SEN register and support plans being used to identify targets, support and progress

Children may be referred for further external support (outreach, assessment, EHCP).

Parents are encouraged to speak to their class teacher about any specific concerns that the parent may have about their child's needs, strengths and development areas.

Supporting progress

If a child is identified as having a SEN we have concerns over a child, we will meet with parents to discuss ways forward.

The child will be added to the SEN register, we will use a Support Plan to record views of everyone involved. The Support Plan is used to identify targets, track them and record views. This process is based on the 'Assess, Plan, Do, Review' model and will be reviewed termly (or more frequently if there is a serious concern).

Outcomes could include internal support, for example there could be additional support which could include interventions or additional resources or adult support. The teacher will also seek to consider their differentiation for those pupils in typical lessons. In the review stage, the teacher and SENCO/leadership will assess the success of the interventions for those pupils, in terms of progress.

Other types of support could include:

- 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 and, where appropriate, individual support
- bilingual support/access to materials in translation
- differentiation of curriculum resources
- study buddies/cross age tutors
- homework/learning support club
- SMART target setting
- booster intervention groups
- emotional care/ nurture, friendship and support groups
- co-ordination/ motor skills and handwriting support groups
- support to participate in the life of the school

If, despite intervention and support, children are still struggling to make progress, outside agencies may be engaged for additional support. If there is a significant need, this may be done immediately.

Outside agencies are engaged when a specific need is identified in the 'Assess, Plan, Do, Review' process.

We are able to access support via organisation such as:

- Doncaster Council and the Local Education Authority
- The National Health Service
- DELTA Alternative Provision
- Outreach services
- Charities and support groups

SEN funding for pupils who don't have an EHCP or Statement

If a children is placed on the SEN register, in terms of funding this support 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.

Additional Funding

Schools have several routes to gain access to additional funding. This can include specific age-related funding such as the Early Intervention Allowance or short-term top up funding.

If it is agreed that a child has a high-level, ongoing need, which required addition support above what the school can provide, then they may also be assessed for an Educational Health Care Plan (EHCP).

The EHCP has replaced the previous SEN statement from September 2014. The EHCP aims to:
Be more person centred with more engagement and involvement from parents, carers, children and young people in the process
More co-ordinated assessment process across education, health and care services
Focuses on outcomes to be achieved for each child/young person
Runs from birth to age 25.

The EHCP will be granted for those who have either severe, complex or lifelong needs that may require specialist help or a number of specific support hours.

Families are also supported by services available through the Local Education Authorities Local Offer, which includes contains all of the services, funding, support and processes of securing support through an EHCP, which are available to individual and families who have a SEN. Note that school's provision contributes to the local offer as an educational provider.

Further information on the Local Offer is available via:
http://www.highfieldspa.org.uk/SEN_information_and_report
<http://www.doncaster.gov.uk/services/schools/local-offer-send>

If a statement or EHCP is in place, these are reviewed by all parties in an annual review, but they are also, still reviewed termly in school.

Learning and development – support for children

At Highfields we have a creative curriculum (Cornerstones), which seeks to engage children in creative and active learning through a range of learning styles and opportunities.

Our lessons are differentiated appropriately for individuals in the class, based on the 'Assess, Plan, Do and Review' and quality first teaching model.

Children may receive additional specific and targeted support, to enhance quality first teaching. This may be 1-2-1 support in certain areas or group based work. The children will also be provided with resources to assist their learning, for example Numicon.

Physical and sensory environment

Planning will involve assessing the physical and sensory environment to ensure that it supports children's learning. Physical changes may be needed, for example some children may need to access more space in the class room or need more learning space. Sensory considerations may also need to be considered, for example a sensitivity to sound.

These areas will be considered when planning:

- Staff allocation
- Room allocation
- Funding spend
- Availability of resources
- Personal Pupil Profiles and target setting
- Specific activities (adequate time)

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the school are not put at substantial disadvantage and are able to access the same opportunities

as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum.

Therefore the school will make reasonable adjustments on a needs basis including:

- Physical environment
- Sensory considerations
- Information
- Access
- Medical needs.

We believe that children will thrive when they are supported and engaged in their own development. We engage our children in this process through target setting and developing their Support Plan. We also have a one page profile for every child on the SEN register, which allows us to capture children's views on when they do well, what support they need and what specific areas they feel they need to develop. We also use the profile to build a picture of the whole child e.g. five words that describe me, what I like, so that we can adapt support to utilise this information in differentiating tasks. This is reviewed half termly with a member of staff and this is shared with parents.

Within school, leadership will monitor and scrutinise pupil progress closely, as well as monitoring teaching and learning (e.g. observations, pupil progress meetings).

Social and emotional development

At Highfields we have a strong ethos in terms of developing the whole child. The school use daily PSHE sessions, using the Dimensions programme to develop personal and social skills.

We also have regular circle time sessions, to develop children's awareness and empathy in terms of their own wellbeing and that of others.

We use the Boxall Profile to assess and monitor the progress of children's personal and emotional development.

In school we have a Learning Mentors, who is utilised to help children who are having difficulties socially or emotionally.

Transition

Entry to Nursery

To support the transition from home to F1 (Nursery) we provide the following: home visits, information packs, nursery meeting, stay and play sessions, pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENCO, and relevant outside agencies.

Entry to Reception

To support the transition from home to F2 we provide the following- information packs, reception meeting, transition sessions, transition day pre-emptive meetings as necessary- involving parents, class teacher, SENCO, and relevant outside agencies.

Change of class or year group

We ensure that we identify any children who may struggle with change or environmental issues, so that we can provide a transition package to assist them to settle into their new class or phase. We arrange activities such as visits to the class at different times of day, meeting the teacher and spending time in the new class. We ensure that there is hand over between staff and we also ensure that new teachers are invited to planning meeting where possible. Important information such as one page profiles, pupil passports and support plans are discussed.

From Year 6 to Secondary School

All children moving from Year 6 to secondary school take part in transition visits to their new schools. For children on the SEN register, the school advocates enhanced transition. This can include additional transitional visits, preparation meetings with the new school SENCOs and social

support for transition (e.g. ASCETS team support for the changes into high school). We pass on personal pupil profiles for each child, usually on a face to face basis in transition meetings with secondary SENCOs.

In addition to this Year 6 receive a range of social and emotional development support as part of their transition through SEAL and initiative such as Crucial Crew and support from South Yorkshire Transport.

Working in Partnership with Parents and Carers

Parents are fully involved at every stage and the views of both parents and pupils taken into account. We understand the importance of the whole child, and we value parent's input in terms of the experiences they have at home with their children as this can be vital in understanding and supporting children. Parents are involved in bi-annual parent's evenings and this provides an opportunity to discuss children's progress and needs. Parents are also involved in any review or specific process, either by attending or having their views shared.

In terms of personal pupil profiles, parents will receive a copy of the profile at least three times a year, although targets will be set half termly. They will also be asked to feedback on their views on the profile, as well as identifying ways that they can support the school and their child.

In terms of specific commitments, we:

Ensure that all parents with children on the SEN register are aware that their children are on the register and what this means;

- Ensure that parents are aware of the support that is available for their children;
- Give parents opportunities to identify their experiences with their child at home;
- Provide information on SEN procedures and processes;
- Provide opportunities for parents to feed into the personal pupil profile and target setting;
- Ensure that the review process seeks and takes account of the parent/carer's and pupils views;
- We will seek parental consent for external provision (as required) from outside agencies;
- Ensure that parents are clear on whether progress is being made.

The children are also actively engaged in assessing their own development through self-assessment of their work. They are also involved in identifying when they feel that they have met a goal.

Children's views and learning styles are also considered when considering what type of support would be appropriate.

We also complete SEN specific parental questionnaire and pupil voices to capture people's views, so we can adapt and improve our provision.

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).

Exam Access arrangements

Please note that the Department for Education (DfE) permits specific access arrangements for pupils who need specific support in assessments. The guidance is regularly updates and can be found on the DfE website:

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

Training

The school is committed to developing staff and the support we are able to offer our families through Continuing Professional Development.

We have a range of opportunities to identify and deliver training for staff, including:

- Educare training system which staff can access training opportunities;
- Annual Performance management and review meetings allow staff and leaders to identify training needs and opportunities. Ongoing, the SENCO and Leadership team will identify training opportunities with individual staff to ensure we are developing out staff, as well as providing skills staff to support our pupils;
- Additional training on staff training days takes place 5 times a year,;
- Staff have been able to visit schools with specialisms and receive outreach support and training (e.g. LEA referral unit);
- Staff may need to have specific awareness of issues related to specific conditions. As an example our staff have been supported to implement PECS;
- The SENCO attends regular SENCO network meetings and this is an opportunity to find out about training that is available in the region;
- Through the DELTA AP school training and advice will be available for specialist in specific areas.

Staff are also able to draw on expertise and advice from professions who work with children for example the ASCETs team, speech and language specialists Educational Psychologists and Occupational Therapists.

Complaints

If parents have concerns or questions regarding their child, we would advocate discussing this with the class teacher initially. If parents have on-going concerns they should then contact the school SENCO (Mrs Sercombe). The SENCO will be able to provide support to resolve any concerns.

For any complaints parents are able to contact the SENCO/Head of Academy who will log any complaints so that it can be investigated. Serious complaints may then be referred on to the school academy trust (DELTA) or the LEA.

Links with Other Services

Effective working links are maintained with:

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

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

SAIDSEND Service: Contact number 01302 736920 or email saidSEND@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 736504 or email
welfare.service@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737880
CIC_Referrals@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735888 or email cwd@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332 email-
aiminghighbusinessunit@doncaster.gov.uk

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

Children and Young People's Mental Health Services (CAMHS) Contact Number- Switchboard:
(01302) 796000

Community Therapy Team (Speech and Language & Occupational Therapy) Contact Number-
01302644959

Related policies

Special Educational Needs - Local Offer (SEN Information report)

Access Policy

Equality and Diversity Policy

Inclusion Policy