

Journey Independent School
Special Educational Needs and Disability (SEND)
POLICY

September 2025



Section 1: Main Contact details and Policy key dates

<p>Name and contact details of the Head teacher: Angela Cousins Journey Education Group Oak Tree Lodge Woodfield Park Tickhill Rd Balby Doncaster DN4 8QN Tel: 01302 492239</p>

SEND Co-ordinator: Lisa McGuinness-Gibson (currently training for NPQ SENCO qualification)

<p>Date of previous Policy</p> <p>The policy has been co-produced by staff in the school in consultation with members of the governing body.</p>	<p>First policy, to be updated annually or in line with new legislation.</p> <p>Policy written in accordance with SEND Code of practice July 2015 after consultation with LA, SLT and Governing Body.</p>
<p>Reviewed Policy agreed by Governing Body on:</p>	<p>September 2025</p>
<p>Reviewed Policy shared with staff on:</p>	<p>September 2025</p>
<p>Policy shared on website with parents /carers</p>	<p>September 2025</p>
<p>Policy to be reviewed again on:</p>	<p>September 2026</p>

NOTE: Child/ children are used throughout to refer to children and young people

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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 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
- Education Inspection Framework September 2019, with the subsequent updates
- Teachers Standards 2012
- National Inclusion Statement
- Relevant Curriculum frameworks/ document (National curriculum, EYFS framework, etc.)

<https://www.gov.uk/government/collections/national-curriculum>

2.2 Our school has separate policies in place for:

Absconding, Accident Reporting, Admissions, Anti-Bullying, Attendance, Behaviour Management, Complaints, E-Safety, Electronic Devices, Emergency & Fire Evacuation, Environmental Sustainability, Equality, Inclusion and Diversity, Health and Safety, Medical Needs and Medicines, Preventing Extremism, Privacy, Recruitment and Selection, Risk Assessment, Safeguarding, School Visitors, Evacuation.

2.3 Our SEND Information Report sets out how we are implementing our SEND Policy and meeting our duties under the Equality Act 2010.

[JIS SEND Information Report 2025-2026](https://www.gov.uk/guidance/equality-act-2010-guidance)
<https://www.gov.uk/guidance/equality-act-2010-guidance>

- 2.4 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Section 3: Profile and Values

3.1 Our School Profile

A Place Where Ambition Meets Support

We are a high-functioning academic provision designed for young people who thrive when challenged beyond the confines of mainstream education.

Our rigorous curriculum stretches every student to achieve outstanding examination results whilst developing the critical thinking, resilience, and independence needed for future success.

At Journey Independent School, academic excellence meets individualised support. We empower students with additional needs or learning differences to excel through high expectations, expert teaching, and tailored support.

Our students don't just pass exams—they excel in them, building confidence and capability for university, competitive careers, and lifelong achievement.

3.2 Our School Values

- We celebrate our children's strengths, interests and individuality
- We have high expectations and aspirations daily 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 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 SEND 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 diminish 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 Special Educational Needs & Disabilities Coordinator (SENDCO) who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND

- 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 always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Section 5: Definitions of SEND and of Disability

5.1 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 (Quality First 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.

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 Social Communication Difficulties or Autism Spectrum Disorder (ASD), including (formerly called) Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, in addition to misunderstanding many of the methods by which people communicate on a social level. They may also have sensory issues which can impact on the way in which they understand and engage with the school environment. All of these factors can impact on how children with these challenges 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:

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as literacy difficulties (dyslexia), numeracy difficulties (dyscalculia) and motor difficulties (dyspraxia);
- Moderate learning difficulties (MLD), where support may be needed across the curriculum, with possible associated difficulties in speech, language, concentration, following instructions, social skills, independence and accessing their environment;
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum, including mobility and communication as a result of significant cognitive impairments; and
- Profound and Multiple learning difficulties (PMLD), where children are likely to have severe and profoundly complex learning needs, in addition to possible physical disability, sensory impairment and/or severe medical condition(s).

5.4 Social, emotional and mental health difficulties (SEMH)

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). 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 SEND.

The Department for Education (DfE) has published Guidance on managing pupils' mental health and behaviour difficulties in schools.
https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

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. This could be to support either the fine or gross motor skill development, or be a combination of the two.

5.6 Difficulties which may not be related to SEND

Some children in our school may not be making Age Related Expectations, 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 SEND. 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 SEND or a disability.

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

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service Person

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 SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Section 6: Graduated approach to identifying if a child requires SEND Support (reference to SEND Information report requirements)

6.1 Whole school general Identification and Assessment when at Quality First Teaching level of support

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

- Quality First Teaching provision, using differentiated approaches and personalised learning arrangements with relevant and purposeful interventions and strategies in place which are available to all
- observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- listening to and following up parental and carer 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
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND and additional needs, including that provided by services across education, health, care and the voluntary sector.

As a specialised centre, our assessment and review processes are measured both quantitatively and qualitatively at Journey. Given the complex needs of our students, we identify progress as part of their whole journey and teach explicit growth alongside academia to reflect this progress both in and out of school.

Students show:

- progress towards specific EHCP targets
- progress in engagement and academic outcomes
- increasing ability to self-regulate – both in and out of school
- improved behaviours and relationships at home
- increasing ability to identify and understand their emotions
- improved confidence and self-esteem
- increased participation with others and managing peer relationships

Throughout the academic year, frequent opportunities for low stakes testing, learning checks as well as summative end of topic assessments are used to establish progress as well as using our Growth Tracker and Daily Reflections to monitor the personal growth of our students, ensuring the holistic impact of our curriculum. This can also be viewed on our Seesaw platform where parents, carers and guardians are able to view the educational and

therapeutic progress of the students in their learning environments, forging closer connections with parents/carers to afford successful and supportive relationships between Journey and home.

6.2 General provision for **all** children using core school funding

(This is across Quality First Teaching and, in Doncaster, support defined as the Universal and Universal Plus levels of support)

- All children will have access to well-differentiated, Quality First Teaching enhanced, where appropriate, through low level, short-term interventions. Class teams have secure subject knowledge, building upon previous learning to enable children to remember long-term content, adapting their teaching as necessary. Staff have high expectations and aspirations for all.
- All children may need access to very time-limited support, additional to Quality First Teaching, to address misconceptions during learning or as reinforcement of skills. Opportunities include same-day interventions and booster groups. Children who are consistently attending these sessions should be closely monitored and raised as possibly having underlying needs. In Doncaster, this is known as the Universal Level of Support.
- Those children for whom concerns may have been raised by either the school or the family will be monitored by the class team. It may be judged that the child may require time-limited support in addition to inclusive Quality First Teaching in order to secure effective learning and increase their rate of progress. A specific programme of intervention to address a particular gap in learning or a need as a result of a particular experience will be introduced over a specified period of time. Staff will observe the impact of this support and gather enough evidence to have a consistent impression over time. In Doncaster, this is known as the Universal Plus Level of Support.
- 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.

6.3 Examples of Curriculum Access and Provision

(This is across Quality First Teaching and, in Doncaster, support defined as the Universal and Universal Plus levels of support)

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, using the Graduated Approach for SEND. We use a combination of approaches to address targets/outcomes 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 and, where appropriate, individual support
- using the information, resources and training as provided through Doncaster's Graduated Approach for SEND
- differentiation of curriculum resources
- ***SMART*** target setting
- Individual and small 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

6.4 Monitoring and Evaluation of progress

(This is across Quality First Teaching and, in Doncaster, support defined as the Universal and Universal Plus levels of support)

We constantly monitor the progress of all children. This enables us to quickly identify those children who are underachieving and those who have high incidence (low need) special educational needs. We use a combination of approaches to monitor and evaluate the progress of individual children.

- 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 (parent and child voice)
- 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

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

All children and young people at Journey Independent School have a current EHCP (Education Health and Care Plan).

Section 8: Education Health and Care Plans

Children with an Education, Health and Care Plan will have access to all arrangements for children in receipt of SEND Support. In addition to this, those with an Education, Health and Care Plan will have an Annual Review of their Plan.

The progress of children with an EHCP will be formally reviewed at an Annual Review. This process will take place with the child and family voice included. Supplementary or early reviews may be called if required.

Our review procedures fully comply with those recommended in Section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

Section 9: Management of SEND within our school (Linked to SEND Information Report)

9.1 General

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs & Disabilities Coordinator (SENDSCO). The SENDSCO is responsible for reporting regularly to the Head teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy. The Designated Teacher for Looked After Children has strategic responsibility for

the inclusion of children who are adopted or in local authority care and will work in close partnership with the SENCo where a child may also have SEND.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

9.2 Head teacher

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

9.3 Special Educational Needs and Disabilities Coordinator (SENDCO)

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

- Will gain the NPQ SENDCO qualification within 3 years of appointment.
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement
- Maintain and analyse our whole-school provision map for vulnerable and disadvantaged children
- Identify on the provision map those children requiring SEND support from the school's delegated budget, children in receipt of High Needs funding and with Statements of Special Educational Need or 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
- Follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEND may require significant support through statutory processes
- Attend SENDCO network meetings and training as appropriate
- Liaise with the school's SEND Governor, keeping him/her informed of current issues regarding provision for children with SEND
- Liaise closely with a range of outside agencies to support vulnerable learners

9.4 Classroom and subject teachers

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

Our teachers will:

- Focus on 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 teacher;
- 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 Teaching Assistants

- TAs are part of our whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCo.
- 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.
- TAs can be part of a package of support for the individual child but are never to be a substitute for the teacher's involvement with that child.

Section 10: Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing;
- instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;
- agreeing targets for all children, in particular, those not making expected progress and 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.

Section 11: Involvement of Pupils

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

- share their views about their education and learning;
- identify their own needs and learn about learning;
- share in individual target/outcome setting across the curriculum so that they know what their short term outcomes are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their SEND Support Plan; and

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

Section 12: Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. For these children, their medical needs will be recorded through a Healthcare Plan.

Some children, however, may also have special educational needs (SEND) and may have a Statement, or may have an EHCP which brings together health and social care needs, as well as their special educational provision.

https://journeyeducationgroup.co.uk/documents/57/JEG_-_Medical_Needs_and_Medicines_Policy_-_September_2025.docx.pdf

Section 13: Effective Transition

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- During the year in which children are due to change school, transition meetings and class transition days for all children are held and arrangements discussed. For children with SEND this may include additional familiarisation visits, buddy bonding activities, 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 and carers 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.
- From Y9 at the earliest we will begin to discuss children's hopes for the future and other aspects in preparing for adulthood
- A transition timeline will be produced and shared with the family.

- For children with an Education Health & Care Plan in transition years, the SENCo will also attend any Annual Reviews for the children at their feeder school if invited.

Section 14: Admission Arrangements

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

<https://journeyeducationgroup.co.uk/journey-education-group-policies/>

Section 15: Exam Access arrangements

At the end of KS2, applications for access arrangements will follow the DfE Guidance. In KS3 and KS4, applications for access arrangements will follow the DfE Guidance and to apply to the appropriate exam boards. Access Arrangements are trialled throughout the academic year to assess the most effective ways to enable children to communicate their knowledge in tests and assessments. These Arrangements are recorded on the child's SEND Support Plan and also in the class teachers' Assessment Portfolios. These are records over time to demonstrate that this is the typical practice and that these Access Arrangements are familiar when taking formal assessments.

Section 16: Storage of records

Documents are kept and stored according to the LA adopted 'PROTOCOL FOR RECORD KEEPING ON CHILDREN AND YOUNG PEOPLE' and we adhere to the guidelines laid out in Records Management Toolkit for Schools provided by The Records Management Society.

<https://irms.org.uk/page/groups/page/groups>

We adhere to the schools Confidentiality and Data Protection (GDPR) Policies.

Section 17: Complaints

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

<https://journeyeducationgroup.co.uk/journey-education-group-policies/>

Section 18: Other key members of staff in our school

Designated Safeguarding Lead: Angela Cousins

Deputy Designated Safeguarding Lead: Naomi Mitchell

Senior Leadership Team: Angela Cousins, Naomi Mitchell, Thomas Wilson, Kate Ludlam

Looked After Child lead – Naomi Mitchell

Staff responsible for meeting the medical needs of pupils – Lisa McGuinness-Gibson, Naomi Mitchell, Kate Ludlam

Attendance Officers – Naomi Mitchell, Kate Ludlam

Section 19: Links with Other Services

All services contribute to Doncaster's SEND Local Offer. This website is regularly updated and has all contact details and information regarding these services.

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

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

This SEND Policy was updated in September 2025 and will be reviewed annually by the Governing Body.