

Hungerhill School: Special Educational Needs and Disability (SEND) Policy



Responsible Committee/Individual	Local Governing Board
Author	Lead Deputy Headteacher SEND CO
Target Audience	All Stakeholders
Date Policy Agreed	Summer 2026
Review Date	Summer 2027
Headteacher Signature	
Local Governing Board Representative Signature	



1. Introduction

This policy describes the philosophy adopted at Hungerhill School to ensure that there exists a positive whole-school approach towards the learning, progress and inclusion of students with special educational needs and disabilities. The SEND policy supports all members of staff in the principles of SEND provision and assists them in contributing to the processes which follow the guidance in the SEND Code of Practice: 0 to 25 years (2014).

High quality teaching demands that individual differences are recognised within all classes and catered for appropriately. This requires lesson planning which is carefully adapted to support all students to successfully achieve the required learning outcomes. It is important that lessons are still challenging, and that scaffolding is built in to the lesson plan to support students to make maximum progress. The match between teaching methods, curriculum materials, expected learning outcomes and student ability is crucial. This approach to lesson planning and teaching meets the needs of the majority of students. However, some students require provision which is additional to and different from that which is provided for the majority of students; this is special educational provision.

We endeavour to ensure that students who require this special educational provision are identified early and that their individual needs are met through personalised assess-plan-do- review cycles of support. At Hungerhill School, staff work to create an environment in which all students are fully included within the school community in order that they can reach their potential and make successful transitions to further education and training providers.

“All teachers are teachers of pupils with special educational needs” (SEND Code of Practice, 2014). The SEND Code of Practice (2014) makes it clear that subject teachers are directly responsible and accountable for all students in their classes, even when students are receiving support from a teaching assistant or other specialist staff, within or outside the classroom. This is the context in which the policy on special educational needs must be seen.

2. Principles

2.1 Key Principles

Hungerhill School is committed to the principle that every child has individual needs, has an entitlement to access the full curriculum offer and be fully included in all aspects of the life at Hungerhill School irrespective of ability, race, gender or need and should be respected and valued as individuals.

Hungerhill School will address the needs of different groups of learners and deliver high quality learning and teaching practices which will allow every learner to achieve their potential. Where required Hungerhill School will adapt the environment and equipment, as much as is practicably possible, as well as seeking specialist advice from outside the organisation to enhance its ability to support all learners. Hungerhill School will seek to remove all barriers to learning and achievement.

2.2 Admission and Inclusion

All teachers at Hungerhill School are teachers of learners with Special Educational Needs and as such Hungerhill School adopts a whole school approach involving all staff adhering to a model of good practice. The staff at Hungerhill School are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The Special Educational Needs and Disability Code of Practice 2014 requires mainstream schools to admit all students who have a Statement of Special Educational Needs or Education Health and Care Plan (EHCP) where it has been requested by parents/carers as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless it would be unsuitable for the age, ability, aptitude or SEND of the child or that their attendance would be incompatible with the efficient education of others, or the efficient use of resources.

Where a parent/carer has expressed a preference for their child to have a place at Hungerhill School, the home Local Authority for the child consults with the Headteacher who will work with the SENDCo to respond to the consultation on behalf of the Governing Body.

For students transitioning from primary schools the SENDCos and SEND Team work with primary school colleagues to ensure that full information is gathered to support effective enhanced transition to Hungerhill School.

No student is refused admission to Hungerhill School on the basis of his or her special educational needs. In line with the Equality Act 2010, we do not discriminate against disabled children in respect of admissions for a reason related to their disability.

2.3 Access to the Curriculum

The curriculum will be made available for all students, including those with SEND. Where students have SEND, a graduated response to need will be adopted. Hungerhill

School, in other than exceptional cases, make full use of the classroom and school resources before drawing on external support.

Hungerhill School will make provision for students with SEND to match the nature of their individual need and the class teacher, Heads of Year and the SEND Lead will keep regular record of the students SEND, the action taken and the outcomes.

There will be flexible grouping of students so that learning needs may be met in individual, small grouping and whole class contexts.

Hungerhill School works on the 'Principles of Excellence' that support the SEN students to access the mainstream school provision with supported steps to achieve excellence.

Hungerhill strives to provide an aspirational curriculum for SEN students, meeting needs and overcoming learning barriers without compromising the curriculum opportunities for students.

The curriculum will be adapted to support all students to successfully achieve the required learning outcomes. Teaching styles and flexible groups will reflect this approach.

Curriculum plans, schemes of work within classes will reflect whole school approaches to teaching and learning and will take account of SEND.

2.4 Parent/Carer Visits

At Hungerhill, we value the partnership established between parents/carers and the school. It is our usual practice to provide opportunities to look round the school at the annual open evening and

subsequent tours. Members of the SEND Department will be available at the open evening to see prospective parents/carers of Year 6 students. All information and dates are on our website.

3. Identifying and supporting Special Educational Needs & Disabilities

3.1. Definition of SEND

Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time. We regard students as having a special educational need or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age, or;
- b) Have a disability which prevents or hinders him/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
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

3.2 Identification of Students with Special Educational Needs

Hungerhill school follows the guidance in the SEND Code of Practice: 0 to 25 years (2014) with regards to the identification of special educational needs. Within every cohort of students, it is expected that rates of progress and attainment will vary to some extent over time. This variance can be due to a range of factors. Within this context, the vast majority of students will have their learning needs addressed within the classroom through quality first teaching. A smaller cohort of students may require provision that is additional to and different from the provision that is made for all students. Identification of those students who may need special educational provision is secured through the use of a range of information and data that reflects student progress. This includes:

- Data provided by previous schools, through national testing, and teacher assessment
- In-year review data concerning attainment and progress
- Attendance data, behavioural/social observations and attitude to learning grades
- Data provided through in-school screening assessments undertaken at the start of the year
- Reports provided by external agencies such as CAMHS, GP, Occupational therapists, Educational Psychologists
- Information and reports provided by parents about their child
- Student self-assessment and reports

Further investigation is needed if it is clear that the student is making significantly slower progress than others starting from the same baseline or compared to the progress they have shown in the past. If there is evidence that the attainment gap between the student and his/her peers is widening despite strategies employed within quality first teaching then this will trigger the start of the graduated response and the Assess, Plan, Do, Review (APDR) cycle. This allows a tailored approach to be used in order to address concerns about progress. A “triage” system is in place which involves seeking feedback

from teachers from their observations of the student in lessons. Targeted Quality First Teaching approaches will be shared with all staff in order to secure effective learning and progress of the student through Student Passports. Outcomes are monitored thereafter, and further action/intervention agreed as appropriate. Parents and carers are informed that a need has been identified and that SEND provision is in place for their child.

3.3. Categories of Special Educational Need

Under the SEND Code of Practice 2014, students identified as having special educational needs (SEND) are considered within one or more of the following four categories of need: Cognition and Learning; Communication and Interaction; Sensory and/or Physical, and Social, Emotional and Mental Health Difficulties.

Cognition and Learning

Children with cognition and learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. They may have difficulties in processing speed and working memory which make tasks requiring them to hold information in their heads to act on it particularly difficult.

Learning needs may be in addition to or as a result of other special educational needs. Cognition and learning needs include:

- Specific learning difficulties (SpLD) e.g. Dyslexia, Dyscalculia, Irlen syndrome
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use the social rules of communication.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Condition (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a sensory and/or physical disability. These difficulties can be age related and may fluctuate over time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)
- Colour blindness

- Cerebral palsy
- Dyspraxia
- Hypertonia/Hypotonia
- Perthes disease

For long term conditions such as visual stress, the school will make adjustments in keeping with professional reports and their recommendations.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves 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. Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Attachment Disorder

Difficulties which may not be related to SEND

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children 'catch up', as well as liaising with parents and them giving support to their child at home.

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.

4. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all students, including those with SEND follows the school's assessment and monitoring calendar. Students with an EHCP have an annual review led by a member of the SEND Department. The SEND Team regularly review the support of children who have SEND.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This always involves discussion and agreement with the student's parents/carers including a signed consent form. The SEND Department works collaboratively with external agencies including CAMHS, Educational Psychologists, ASCETs, BOSS Team, SENDIAS, Primary Healthcare Trust (PCT) and other professionals, in order to provide the best possible support package for students.

4.1. Assess, Plan, Do and Review (ADPR) for SEND Support

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated

approach – assess, plan, do, review. For those students with more complex needs, or for whom a more frequent cycle needs to be employed, additional meeting dates are set.

4.2. Completion of SEND Support Plan

A SEND pathway begins with a SEND plan. This is a document which records personalised details about a student's difficulties and how they feel they are best supported. A SEND plan sets out a clear and accessible overview of a pupil's needs, outlining their strengths, areas requiring support, and the strategies that will be used to help them make progress. It identifies the pupil's primary areas of need, the specific outcomes they are working towards, and the provision in place to support them, including classroom strategies, interventions, and any reasonable adjustments. The plan also states who is responsible for delivering each element of support and includes a scheduled review date to ensure that progress is monitored and provision is adapted as needed.

Feedback from teachers and TAs is gathered alongside the most current data on the student's progress. This information is used to build a clear picture of the student's SEND needs, from which the primary target is derived based on their diagnosed primary area of need. This then informs the planning of appropriate SMART targets to guide support and intervention.

The SEND support plan is reviewed through the year to ensure that the targets are evaluated and that new targets can be written.

When a student has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers, the student is removed from the SEND support register.

5. Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the student, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the process of the APDR reviews helps to support the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The School holds annual review meetings on the behalf of Doncaster Local Authority and completes the appropriate paperwork for this process. Occasionally, we work with students that fall under additional localities e.g. Nottinghamshire.

6.1. Supporting Students and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At Hungerhill School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision
- Be provided with relevant resources so they can reinforce learning in the home

6.2 Assessment of SEND – Secondary

Assessment of SEND in the Secondary phase is underpinned by a systematic, graduated and evidence-informed approach, ensuring students' needs are identified early, accurately and reviewed regularly. Identification begins with high-quality, inclusive teaching and robust universal assessment. On entry and at key assessment points, students complete standardised literacy and numeracy assessments, GL Assessments which provide age-standardised *reading scores and diagnostic information relating to retrieval, inference, comprehension, writer's purpose and use of language, and organisation of texts*.

These outcomes are triangulated with Key Stage 2 data, transition information from feeder schools, attendance data and pastoral records to build a comprehensive picture of need.

Teachers use a range of subject-level and pastoral tools to identify emerging barriers to learning. These include teacher-designed formative and summative assessments including the Trust suite of past papers in Key Stage 4, work scrutiny, questioning and retrieval practice, and structured observation of students' engagement, independence, organisation and response to instruction. Teachers monitor students' ability to access subject-specific vocabulary, follow multi-step instructions, retain and transfer knowledge over time, and complete extended written tasks. Student voice and parental communication further inform identification, ensuring that assessment reflects lived classroom experience rather than data alone.

Where assessment identifies underachievement, teachers implement targeted classroom adaptation informed by evidence, including scaffolded tasks, explicit vocabulary instruction, modelling, chunking of content and reasonable adjustments. The impact of these adaptations is reviewed through ongoing assessment. If students continue to experience persistent barriers despite high-quality teaching, the SENDCo leads further assessment and places the student within the graduated response, following a structured assess–plan–do–review cycle. Targeted interventions are implemented, including literacy and numeracy support programmes informed directly by GL diagnostic data, alongside subject-specific interventions where appropriate.

Where progress remains limited, assessment evidence is strengthened through external agency involvement, such as educational psychology or specialist SEND services. Evidence gathered over time supports proportionate decision-making and, where appropriate, requests for Education, Health and Care Plan (EHCP) needs assessments. Assessment outcomes are shared strategically with subject teachers to ensure adaptive teaching is consistent and purposeful, supporting students with SEND to access the full curriculum, develop independence and achieve ambitious outcomes.

6.3 Student Voice

One of the principles underpinning the SEND code of practice (2014) is that SEND planning and provision must be centred around the views, wishes and feelings of the child or young person. We regard student views as a key component in helping to shape the Hungerhill school community as a thriving, stimulating, and mutually respectful learning environment. We recognise specifically that students who have special educational needs and/or a disability must be able to express their views, feelings and aspirations throughout the year, and specifically at times of change and transition.

We understand our responsibility in securing the views of students in accordance with their age, ability and capacity. Students' views are very important and feed directly into all policies, procedures and daily teaching of students with SEND. All students are involved in creating their Student Passport in school.

6.4 Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

6.5 Transition

A change of school, classes and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to students and families.

7. Training and Resources

7.1. Allocation of resources

Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes. This support may take the form of differentiated adapted work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the student are purchased as required.

7.2. Continuing Professional Development (CPD) in Special Educational Needs and Disability for Teachers and Support Staff

- All staff at school have regular CPD when Quality First Teaching is addressed.
- The SENDCo, SEND team and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of students with SEND.
- Teaching assistants are engaged in training whereby the role of the teaching assistant is developed along with training on the teaching assistant standards. Teaching assistants participate in whole school training along with teaching staff.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

7.3. Funding

Funding for SEND in mainstream schools is mostly delegated to the school's budget. It is a requirement that schools provide support to students with SEND from their "notional" SEND budget. Where a student requires an exceptionally high level of support that incurs a greater expense, the school can make a request for additional funding. In submitting a request for additional funding, the school must demonstrate how it has allocated the "notional" budget to date and the impact of this, as well as demonstrating why further additional funding is required and how it is to be used. This additional 'top-up' funding is paid from the Local Authority's high needs block into the school's budget.

7.4. Personal Budgets

Personal Budgets are only available from the Local Authority to students with an EHCP or students who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

8. Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENDCos, all members of staff have important responsibilities.

8.1 The Governing Body

The Governing Body follows the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision – SENDCo.
- ensure that the school inform parents/carers when they are making special educational provision for a child
- prepare a SEND Information Report (updated annually) and the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

8.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher keeps the Governing Body fully informed on Special Educational Needs issues. The Headteacher works closely with the SENDCo and the Governor with responsibility for SEND.

8.3 SENDCo

In collaboration with the Headteacher, Governing Body and SLT Line Manager, the SENDCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND. The SENDCo takes day-to-day responsibility for the operation of the

SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

8.4 All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs. Class teachers are fully involved in providing high quality teaching which is differentiated for adapted to support all students to achieve positive outcomes.

This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment. Teaching assistants liaise with the class teacher and SENDCo on planning, on student response and on progress in order to contribute effectively to the graduated response, (Assess, Plan, Do, Review - APDR).

8.5 Meeting Medical Needs

The Children and Families Act (2014) places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such students.

Where children and young people also have SEND, their provision is planned and delivered in a coordinated way. For those students with an Education, Health and Care plan (EHCP) this is used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions should be properly supported so that they have 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 complies with its duties under the Equality Act 2010. All staff understand the 'First aid' and 'Administration of medicines' policies and have access to information regarding the students with medical conditions in school.

8.6 Students in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education liaises with other agencies and professionals, as well as parents/carers, to ensure good communication and effective sharing of information. This enables optimum opportunities for educational progress and achievement.

9. SEND Information Report

The school ensures that the SEND Information Report is accessible on the school website. Governors have a legal duty to publish information on the School website about the implementation of the policy

for students with SEND. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.

10. Complaints Procedure

In the first instance, any concerns about issues relating to Special Educational Needs, as with other aspects of the curriculum should be dealt with by direct approach to the school, via the SENDCo and SEND Line Manager. If the matter is not dealt with satisfactorily, a written formal complaint should be lodged with the Headteacher who may direct a member of the Leadership Team to investigate initially on her behalf. It should be made clear that it is a 'formal complaint' and full details should be given in writing using the Trust Policy and proforma. Further details of these procedures may be obtained from the school. The complaints policy is available on the Hungerhill School website.

11. Safeguarding and Child Protection

Students who have special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of students. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the young person's disability without further exploration
- Being disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers See the Safeguarding and Child Protection Policy

12. Summary

This SEND Policy reflects the principles and guidance included in the Special educational needs and disability code of practice: 0 to 25 years (2014).

Hungerhill provides a school context where the child is central to our planning and delivery around SEND. Hungerhill is committed to recognising as important the views of the child, as well as those of their parents or carers. Hungerhill seeks to facilitate the development and increased independence of each child so that they can achieve the best possible outcomes, including helping them to prepare for adulthood. For students who have special educational needs and/or a disability, Hungerhill recognises that a range of teaching approaches and/or additional support will be required. The principles and priorities for Hungerhill around SEND are to:

- Develop a culture of inclusion ensuring high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Ensure the Equality Act 2010 duties for students with disabilities are met
- Value the contribution that all students make to the Hungerhill School community, and make reasonable adjustments where necessary to ensure that students who have special educational needs and/or a disability are able to do so
- Make available high-quality provision to meet the needs of students who have special educational needs and/or a disability
- Encourage good communication and genuine partnerships with parents/carers of students with special educational needs
- Facilitate full access to a broad, balanced and relevant education

- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review (APDR) process
- Use the school's data review and other systems to ensure early identification of student's needs, and early intervention to address those needs
- Ensure collaboration internally, and with external agencies including Health and Social Care services to provide support and information that will benefit the student
- Make arrangements in tandem with the Hungerhill "Supporting Students with Medical Conditions" policy, to support students with medical conditions.
- Work towards appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and the local learning communities
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Doncaster Local Authority