



# Danegrove Primary School Special Educational Needs Policy

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (29 July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (29 July 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## SECTION 1

Contact details for those responsible for managing our response to the provision we make for children with SEN

### SENCO

Joanna Champion (member of Senior Leadership Team, National Award of SEN Coordination 2014)

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Deputy Head teacher  
Catherine Gunning

Head teacher  
Deborah Metcalf

At Danegrove our mission statement is “Secure, self confident, successful.” We believe that every pupil has the right to an education that maximises his/her personal potential and life opportunities. Every teacher is a teacher of every child including those with a special educational need. Every pupil with a special educational need has the right to a broad and balanced curriculum, including full access to the national curriculum. The needs of all our pupils with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters respect and dignity, values differences, and ensures high expectations, whilst providing the support needed to meet these expectations.

This policy was first created by the school’s SEN Governor and has now been updated to reflect the SEND Code of Practice, 0-25 guidance by the school’s SENCO, in liaison with the Senior Management. It is being shared with all governors, staff and parents with any feedback gratefully received. This is a working document, detailing a co-produced policy in the spirit of current reform.

The school procedures for Special Educational Needs may be found in: PRC---LAW--018 Special Educational Needs procedures.

The special educational needs policy should always be seen in the context of the School Improvement Plan and the following policies:

- Behaviour
- Race Equality
- Teaching and Learning
- Equal Opportunities
- Record Keeping and Assessment
- Homework and Marking
- Inclusion

## **SECTION 2 – AIMS AND OBJECTIVES**

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out.

- To identify and provide for pupils who have special educational needs and additional needs
- The responsibility for meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning.
- Children’s self knowledge and their concerns about their own learning should be valued highly, and children should be supported to be able to express their views and to actively participate in all decisions about their education.
- Working with parents as partners in their child’s education is essential and the school should be proactive in facilitating this.
- We aim to educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil’s needs require some withdrawal sessions for a specific purpose.

- The pursuit of early identification of special educational needs is essential, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring.
- We welcome the contribution that other professionals are able to make and seek an inter-agency approach to meeting our pupils' needs.
- All interventions with pupils with special educational needs should be recorded and evaluated.
- Good relationships with nursery, secondary and special schools should be maintained to ensure the smooth transition of pupils from one phase to the next.
- The effectiveness of the special educational needs provision in the school should be continuously monitored and evaluated.
- Focused, in-service training should be provided to further all staff's knowledge and expertise in the area of special educational needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy

### **SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The 4 broad areas of need are as follows:

Communication and Interaction, including:

- Autistic Spectrum Condition
- Speech, Language and Communication (SLCN)

Cognition and Learning, including:

- Specific Learning Difficulties such as; Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (motor)

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical needs, including:

- Physical Disability (PD) and Complex Medical Needs
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi-Sensory Impairment

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At Danegrove the needs of the pupil are identified by considering the needs of the whole child, not just any special educational need.

Areas that are NOT SEN but may impact on progress and attainment include;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour, as a need, is not an acceptable way of describing SEN. The underlying cause of the behaviour is identified and addressed.

## **SECTION 4 – MANAGING PUPILS NEEDS ON THE SEN REGISTER**

We are currently implementing a new system for the whole school which will also cover SEND data tracking and monitoring. This gives a good overview and an easy way of seeing basic information about the SEN register. It enables monitoring of our provision and of any trends or areas of concern that may develop. It also includes data regarding dates of target setting meetings and annual reviews to ensure these are held at the appropriate times. It will also contain dates of any assessments to ensure these are regularly carried out.

This information is vital for monitoring our provision as is the termly assessment meetings. These meetings are held every term, one for each year group. Present at the meeting is the head teacher, deputy head teacher, class teachers (included head of year) and SENCO. During these meetings each child (including those on the SEN register) is discussed to ensure expected progress is being made and to raise any concerns. Where concerns are raised there is further discussion with the class teacher and SENCO to action those concerns (please see Section 5 A Graduated response to SEN).

For those on the register targets are set at meetings with SENCO, class teacher, TA and parent / carer. If any external agency or professionals are involved, they will be asked for their input or to attend. The level of provision will be discussed with reference to the Local Offer (please see the website). The Local Offer provides a description of what is ordinarily or normally available for SEN provision in schools in Barnet. The previous targets and provisions are reviewed and discussed. If necessary, any discussions regarding referrals for engaging additional support / engaging specialist services will also take place at this meeting. Our Learning Mentor may also be present to give input for any social, emotional or mental health issues. If a CAF (common assessment framework) or actions resulting from a CAF is needed / in place to assist the family, our Learning Mentor will offer support with this.

Actions, new targets (along with success criteria) and provisions are then agreed at the meeting. These targets and provisions are then discussed with the pupil. All targets and meeting notes are saved to show a record of progress and interventions that have been used.

The new system will also provide provision maps which will be used to give an overview of all provisions and outcomes by each area of need.

## **SECTION 5 – A GRADUATED APPROACH TO SEN SUPPORT**

At Danegrove, our high quality first teaching is the first step in responding to children who have or may have SEN. They will be taught strategies to overcome any difficulties or challenges they may experience. This involves:

- Knowing how well pupils are achieving
- Knowing how to prevent underachievement – highlighting next steps and tracking progression.
- Identifying potential barriers to learning – during a thorough hand over at the start of the year, the previous and new class teacher discuss and consider the position and progress of each child and therefore be more aware of any potential barriers.
- Knowing what to do to meet all children's needs and prevent underachievement
- Continuously reviewing provision as well as its impact

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. Any additional intervention or support works in conjunction with (not in place of) high quality teaching. This high quality teaching is regularly and carefully reviewed. Where necessary, measures to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, may be put in place.

The decision to make special educational provision involves the teacher and the SENCO considering all information regarding the pupil's progress, alongside national data and expectations of progress. This is a holistic process where we look at the child as whole and consider how we can best meet their needs. This decision will also involve discussion with parents/carers to ensure we are all working together.

We follow the **ASSESS – PLAN – DO – REVIEW** cycle. Before implementing any provision, there will be thorough assessments to ensure that the provision is the most suitable for the need and the desired outcome. The provision will be implemented and then the outcomes reviewed according to the specific criteria.

For a higher level of need we will also draw on the expertise of external agencies and professionals such as Educational Psychologists, Speech and Language Therapists, CAMHS workers, advisory teachers etc. Any referrals require the consent of the parent/carers.

As previously stated, at Danegrove we strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome.

## **SECTION 6 – CRITERIA FOR EXITING THE SEN REGISTER**

At the target setting meeting progress and outcomes following any intervention will be discussed. If all involved feel that the pupil has met their targets and that their needs can be addressed through high quality first teaching, the pupil may be removed from the SEN register. They will then be placed on the Monitoring List to

ensure a careful eye is kept on their progress and their needs continue to be met in class. At the termly assessment meetings, progress will be discussed. The class teacher will also be monitoring progress carefully. Any systems of support may remain in place if agreed by all e.g. buddy system, nurture group, lunchtime clubs, input by Learning Mentor.

## **SECTION 7 – SUPPORTING PUPILS AND FAMILIES**

Please see the Local Authority local offer (Regulation 53, Part 4).

At Danegrove school we work with a wide variety of professionals from the local authority. We are happy to look at reports from professionals that parents employ independently but we may not be able to adopt recommendations. It is not possible for outside professionals to observe in the classroom as this can have a disruptive and disproportionate impact in the classroom.

Please see our admissions policy (available at the office) for further information on the admissions arrangements.

If appropriate Danegrove will apply for or provide any support that may be available to assist SEN children with access to exams and other assessments. This is the responsibility of the SENCO and head teacher.

Transitions from class to class are very carefully managed. Teachers are given time to hand over their classes to the new teacher, including those children on the SEN register. This handover includes lengthy discussion time, as well as any relevant paperwork. The SENCO is also available for any further discussions where needed.

Transition to Secondary School is also carefully managed. Where possible (usually when there are a significant number of pupils moving to a school) there is a meeting with the Year 6 teachers at Danegrove and the Year 7 teacher / head of year of the new school to discuss each pupil. Where possible, there is also a meeting with the SENCO of the new school and the SENCO at Danegrove to discuss each pupil on the SEN register. Where this is not possible, telephone discussions can take place between SENCOs. All paperwork will be sent to the Secondary School.

Please see the schools policy on managing medical conditions of pupils on the website.

## **SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils 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 will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

Danegrove is an inclusive community that welcomes pupils with medical conditions. Please see Danegrove Medical Condition Policy on the website.

## **SECTION 9: MONITORING AND EVALUATION OF SEND**

At Danegrove the quality of provision offered to all pupils is regularly and carefully monitored and evaluated by regular audits, sampling of parent views, pupils views and staff views. Our governors are also involved in monitoring and evaluating our provision.

This evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 10: TRAINING AND RESOURCES**

Provision for SEN is funded from the school budget, with additional funding sought, where appropriate.

The training needs of staff are identified by regular consultation with staff regarding their training needs at staff meetings as well as performance management meetings and feedback following lesson observations. Needs are also identified by SENCO keeping updated with current research and thinking and ensuring staff are aware of new strategies. Training can be from an external agency/ professional or internal expertise.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The school is a member of Nasen and has links with SENCOs from local schools

## **SECTION 11: ROLES AND RESPONSIBILITIES**

Named SEN Governor, Marianne Haylett.

SEN Teaching Assistants, managed by the SENCO and Deputy Headteacher.

Responsibility for safeguarding lies with the Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for managing PPG/LAC funding.

The Deputy Headteacher has responsibility for managing the schools responsibility for meeting the medical needs of pupils.

## **SECTION 12: STORING AND MANAGING INFORMATION**

Please see the ICT Procedures and the Child Protection Policy on the website, regarding information management and confidentiality.

## **SECTION 13: REVIEWING THE POLICY**

Given the climate of reform as we move into the new requirements for SEND for school effective from 1 September 2014, this SEN policy will be reviewed annually. This is a working document, detailing a co-produced policy in the spirit of current reform. Any feedback will be gratefully received.

## **SECTION 14: ACCESSIBILITY**

### **Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

We are a values based school and an inclusive community. We welcome all pupils to our happy, caring school. Our aims, our curriculum, our daily teaching routines and our teaching principles are all based on our mutual respect for one another. Identifying and removing barriers to learning is part of our school ethos.

Our successful accessibility planning approach includes providing facilities such as a sensory room, a ball pond and an area with resources for Occupational Therapists and Physiotherapist to work with our pupils.

We provide a wide variety of after school clubs to enrich the schools provision. We welcome visits from friends and family from all cultural backgrounds. This happens throughout the year but is a particular focus during our Celebrate Our Differences week.

Accessibility is constantly assessed in the light of each new pupil or cohort. The school has ramps in place and a second handrail is due to be installed. We have pupils who use FM radio aids and have regular communication with advisory

teachers for sensory and physical impairments to ensure we have appropriate support in place.

Communication with parents/carers can be made through a variety of means including email, texts, letters and phone calls. We have an open door policy for parents/carers to meet with teachers or the SENCO. Whilst at the start of the school day teachers are busy with their classes, a quick chat can usually be had at the end of the day or a meeting can be arranged for a longer discussion. Anything more urgent can be discussed or passed on through the school office. The Deputy Headteacher also holds a weekly drop in surgery to discuss any issues or concerns.

### **SECTION 15 : DEALING WITH COMPLAINTS**

Please see the school Complaints Procedures, available at the office.

### **SECTION 16: BULLYING**

Please see the schools Anti-bullying policy on the website. As previously stated, Danegrove is a values based school and an inclusive community. We welcome all pupils to our happy, caring school and teach our children our values of; respect, independence, co-operation, generosity, freedom, tolerance, love, caring, appreciation, unity, responsibility and confidence.