

# Danbury Park Community Primary School



# Special Educational Needs and Disabilities Policy

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*Be wise, be happy, belong*



# Danbury Park Community Primary School Special Educational Needs and Disabilities (SEND) Policy

## 1. Introduction

- 1.1. At Danbury Park School we recognise each child as an individual with particular needs and entitlement to a quality educational provision.
- 1.2. This school is an inclusive school, which values the abilities and achievements of all its pupils. We are committed to discovering and providing the best learning conditions for each child, promoting personal development in understanding and social maturity alongside peers.
- 1.3. The school has regard to the SEND Code of Practice 0-25 (2015) and the Children and Families Act 2014 when carrying out its duties towards all pupils with Special Educational Needs. All staff share a commitment to providing for Special Educational Needs and Disabilities to the highest standard as set out in the SEND Code of Practice.
- 1.4. We recognise that we must support all children to:
  - achieve their best;
  - become confident individuals leading fulfilling lives;
  - make a successful transition into adulthood.(SEND CoP Jan 2015 6.1 p92)
- 1.5. Partnership with parents plays a key role in enabling children with SEND to achieve their potential and we ensure that parents are consulted in school decisions for SEND provision for their child. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with SEND are treated as partners and supported to play an active and valued role in their children's educational development.
- 1.6. Children with SEND often have a unique knowledge of their own needs and views about how they can be best helped. They are encouraged to participate in all the decisions making processes and contribute to the assessment of their needs, the review and transition processes.
- 1.7. This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.
- 1.8. At Danbury Park Community Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- 1.9. All school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to equality, behaviour, anti-bullying, medical and curriculum policies.



- 1.10. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our Child Protection Policy.

## 2. Aims

2.1. The aims of this policy are to:

- Provide every possible opportunity to develop the full potential of all pupils by identifying outcomes which focus on raising the aspirations of and expectations for all pupils with SEND and removing identified barriers to learning.
- Ensure that all children have appropriate access to a broad and balanced curriculum, including extra-curricular activities, where appropriate and full access to the National Curriculum.
- Ensure that all special educational needs are promptly and consistently identified and the needs of the individual pupil met.
- Ensure parents are informed of their child's special needs and that there is effective communication between parents/carers so that they can play an active and valued role in their child's education.
- Create a positive and nurturing whole school environment where all children are valued and their self-esteem promoted.

2.2. The aims of this policy support the mission statement of our school:

**Be Wise, be happy, belong**

## 3. Objectives

3.1. The objectives of this policy are to:

- Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and the best possible progress made.
- Provide full access to the curriculum through "quality first teaching" and differentiated planning by class teachers, SENCO, and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
- Ensure that all those who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them.
- Put the views, hopes and aspirations of children with SEND and their parents at the centre of the process of assessment, planning, provision and review of how their needs are met through careful one planning.
- Work in close partnership, where appropriate, with outside agencies to support the needs and provision for children with SEND.
- Ensure that children with special educational needs join in with all the activities of the school.
- Recognise and celebrate achievement, no matter how small.
- Ensure that all staff have the skills, knowledge and confidence necessary to ensure quality teaching and learning for the children they work with, identifying training and support needs where necessary.



## 4. Identifications of Special Educational Needs:

- 4.1. The definition of Special Educational Needs is that children or young people with special educational needs have a **learning difficulty or disability** which calls for **special educational provision**, which is 'additional to, and/or different from' those of their peers. All children may have special needs at some time in their lives.
- 4.2. 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.
- (SEND CoP 2015 p16)
- 4.3. Many children and young people who have SEN may have a disability under the Equality Act 2010, that 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 many realise: '*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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- (SEND CoP 2015 p16)
- 4.4. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015). The graduated response, adopted in the school, recognises that there is a continuum of needs. Children's needs and requirements may fall within or across four broad areas. These are:
- Communication and Interaction;
  - Cognition and learning;
  - Social, emotional and mental health;
  - Sensory and/or physical needs.
- (SEND CoP 2015 p85)
- 4.5. The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified SEND, this information may be transferred from the early years setting and the SENCO and the child's class teacher will use this information to:
- Provide starting points for the development of an appropriate curriculum.
  - Identify and focus attention on action to support the child within the class.
  - Use the assessment processes to identify any learning difficulties.
  - Ensure on going observation and assessment provides regular feedback about the child's achievement and experiences to form the basis for planning the next steps of the child's learning.
  - Actively involve parents in implementing a joint learning approach at home.



- 4.6. The identification and assessment of the SEN of children, whose first language is not English, require particular care. Where there is uncertainty about an individual child, teachers look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from SEN.
- 4.7. At Danbury Park Community Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special education needs of the child or young person.
- 4.8. Other areas, not SEN, which may impact on progress and attainment:
- 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 (English as an Additional Language);
  - Being in receipt of Pupil Premium Grant;
  - Being a Looked After Child;
  - Being a child of a Serviceman/woman.
- 4.9. Behaviour as a single need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour is an underlying response to a need.

## 5. A Graduated Approach to SEN Support

- 5.1. Early identification is vital. Implicit in the concept of 'high quality teaching' is the use of the "Provision Guidance Toolkit" (Essex County Council Psychology Service) to assist in the first stage of the 'Assess, Plan, Do, Review' Cycle.
- 5.2. High quality teaching is the essential foundation of all teaching, assessment and intervention and it:
- Seeks to engage and support the learning of all children and young people;
  - Builds on pupils' prior learning and responds appropriately to the 'pupil voice';
  - Builds from the skilful design of learning;
  - Is construed as children and young people progressing in their learning;
  - Involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.
- 5.3. We believe that additional intervention and support cannot compensate for a lack of good quality teaching.
- 5.4. The following procedures are in place to identify children with special educational needs:
- Continuous assessment is undertaken by all teachers and assessment data is entered in to *Target Tracker* every term. Progress is monitored by class teachers, Subject Leaders, SENCO, Key Stage Leaders and Headteacher.
  - Any teacher or parent/carer concerns can be discussed at our parent teacher consultation evenings or at any mutually convenient time.
  - Those children, at risk of not making expected progress, will be identified on a Provision Map alongside focused support interventions and monitored by the Senior Leadership Team. This is called the Class Aware stage which is Wave One.



- 5.5. If whole school/class based strategies (see below) are not effective and pupil progress in a cause for concern/ the child is working significantly below national age related expected levels, it may be necessary to identify the child as having special educational needs.
- 5.6. At this stage intervention will be in the form of Wave One small group interventions. The teacher remains responsible and accountable for the progress of the pupils in their class, including where pupils access support from learning support assistants or specialist staff.
- 5.7. Class Teachers have individual methods of informing parents either at parent consultation evenings or informal meetings.

## **6. SEN Support (Additional School Intervention and Support)**

- 6.1. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities makes:
  - Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
  - Is working significantly below age related expectations in specified areas of the curriculum, especially English and Maths;
  - Presents persistent emotional or behavioural difficulties which are not helped by the support to remove barriers to learning and behaviour management strategies and discipline approaches usually employed in the school;
  - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - Has communication/social and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- 6.2. When a child is identified as having SEN the school provides Wave Two Interventions, that are additional to and different from those provided as part of the school's usual differentiated curriculum and strategies. The teacher remains responsible for working with the child daily and for planning and for overseeing/delivering an individualised programme.
- 6.3. At this stage a One Page Profile (annual) and a Learning Support Plan (LSP) – identifying outcomes and the provision in place (termly) will be shared with parents via Parent Consultation Meetings, if the needs are particularly unique. Otherwise provision will be recorded on the class provision map. The SENCO, Class Teacher and parents will decide on the action needed to help the child to progress. This may include:
  - Different learning materials or special equipment,
  - Some group or individual support,
  - Extra adult time to implement the planned intervention and to monitor its effectiveness.
  - Staff development and training to introduce more effective strategies,
  - Access to LA support services for one-off occasional advice on strategies and equipment.

Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action and the pupil will also be involved.
- 6.4. In some cases outside professionals from Health or Social Services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree.



- 6.5. From this stage forward the child is formally recorded as being on the school's SEND Register.
- 6.6. The Class Teacher will remain responsible for ensuring the planning and delivering of any agreed support/interventions with the LSA as outlined in the Provision map.
- 6.7. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

## 7. SEN Support (Complex needs)

- 7.1. If school has evidence that a pupil is making insufficient progress despite significant support and intervention at SEN support, we may seek further advice and support from outside agencies. A referral is made to the relevant agency by the SENCO and parents will be informed and their views and permission sought.
- 7.2. An initial consultation via telephone will determine whether external support services will provide verbal advice or a visit school to observe and/or work with the child. At this stage a "person centred" planning process is initiated and a 'One Planning' document is produced. Children and their parents are at the heart of this process.
- 7.3. These agencies, which may include professionals from health, social services, support services or the education psychological service will be invited to contribute to the monitoring and review progress.
- 7.4. When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting One Planning document for the child will set out fresh strategies for supporting the child's progress. These will be implemented at least in part in the normal classroom setting. The delivery of the interventions recorded in the One Plan and evidencing progress continues to be the responsibility of the Class Teacher.
- 7.5. The One Planning document will only record that **which is additional to, or different from**, the differentiated curriculum and will focus upon up to three or four individual outcomes that match the child's needs. The One Planning document will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

## 8. Statutory Assessment of Special Educational Needs – Education Health Care Plan (EHCP)

- 8.1. Statutory assessment involves consideration by the Local Authority, working collaboratively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's Special Educational Needs is necessary.
- 8.2. A child will be brought to the Local Authority's attention as possibly requiring an assessment through a request by the school, by the parent or a referral by another agency. Where the evidence presented to the Local Authority suggests that the child's learning difficulties have



not responded to relevant and purposeful measures, taken by the school and external specialist and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the information available and decide whether to carry out an EHCP assessment (within 6 weeks of request).

- 8.3. If the Local Authority decide to carry out an assessment they will allocate an EHC Coordinator (EHCCO) who will liaise with school, family and request advice from the relevant professionals involved with the child. The EHCCO will arrange a meeting of all relevant persons to agree needs, outcomes and provision and discuss whether an EHC plan is needed to provide these. The Local Authority will decide whether to issue a draft EHC plan and if so will send it to parents for consultation (within 16 weeks of request). The Local Authority will issue a final EHC plan, which will name the school the child is to attend (within 20 weeks of request).
- 8.4. The Local Authority will need information about the child's progress over time and will also need documentation in relation to the child's SEN and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through the "assess, plan, do, review" cycle. This information may include:
  - One Planning documents which evidence the "assess, plan, do, review" cycles.
  - The pupil's health including the child's medical history where relevant.
  - Records of progress against age expectations in English and Maths.
  - Educational and other assessments, for example from an Advisory Specialist or an Educational Psychologist.
  - One Planning documents which evidence the views of the parents and of the child.
  - Involvement of other professionals such as Health, Social Services or Education Wealth Service.
- 8.5. The decision to proceed with an assessment is the Local Authority's and not all children recommended for statutory assessment receive an Education Health Care Plan. Parents have the right to appeal directly against the decision to a SEN and Disability Tribunal.
- 8.6. All EHCPs must be reviewed annually with the parents, the pupils, the Local Authority, the school and professionals involved. At the meeting all persons involved are invited to consider whether any amendments need to be made to the description of the pupil's needs and aspirations. The Annual Review should focus on what the child has achieved, in school and in the wider community as well as on any barriers to learning that need to be resolved.

## **9. Criteria for exiting the SEN Register**

- 9.1. After evidence of:
  - good progress against their outcomes/targets after carefully targeted intervention/support and/or
  - a significantly narrowing of the gap between individual progress and expected progress and/or
  - an assessment by an external agency showing their attainment to be at age related expectations,

then the child will be removed from the SEN Register at SEN support. Parents and the child will be involved in this process. The child will be on Class Aware stage and will continue to be monitored to ensure expected progress is made.





## 10. Supporting Pupils and Families

10.1. An “SEND Information Report” is published on our school website:

<http://www.danburypark.essex.sch.uk/policies/>

as required by the SEND Code of Practice 2015. The SEND Information Report is updated regularly to reflect adjustments to personnel and provision.

10.2. The Essex Local Offer is available from the website:

<http://www.essexlocaloffer.org.uk/>.

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

## 11. External agencies

11.1. Close links are maintained with the Local Authority support services and health agencies in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements after discussion with parents/carers. These agencies include:

- Educational Psychologist;
- Learning Difficulties and Disabilities team;
- Physical and Neurological Impairment Team;
- Speech and Language Communication Team;
- Social, Emotional and Mental Health Team;
- Autism and Social Communication Team;
- Counselling agencies
- Health agencies – Paediatricians, Physiotherapists, Occupational Therapists, Speech and Language Therapists and
- LA personnel.

Any or all of these may be involved in the ‘assess, plan, do, review’ process.

## 12. Access to the Learning Environment, Curriculum and Statutory Assessments

12.1. The school has experience in supporting children with a variety of needs. A resource base known as the “Penguin room” is equipped with additional materials and individuals/ small groups of children are able to use the room at appropriate times.

12.2. Disabled toilet facilities are available. Steps and possible problem areas are marked with high visibility tape or paint. Key members of staff have undertaken accredited First Aid training.

12.3. All our classrooms are inclusion-friendly. We aim to teach in ways that support children who have conditions such as dyslexia or dyspraxia or who are on the autism spectrum, for example. This is good practice to support all children but is vital for those who particularly need it. All our children fully access the same curriculum and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and



ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

- 12.4. All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class educational visits are part of our curriculum and we aim for all children to benefit from them. Educational visits are discussed fully with parents and no child is excluded from a trip because of SEN, disability or medical needs.
- 12.5. Some pupils with specific needs may need additional arrangements so that they can take part in statutory assessments. All additional arrangements are in accordance with Standards & Testing Agency (STA) guidance. Liaison with Head teacher and the SENCO is undertaken where a class teacher feels that additional arrangements for these assessments are required.

### **13. Transition to new Class, Key Stage and from/to another School**

- 13.1. We endeavour to ensure that all transfers between schools are planned and supported to ensure successful outcomes for the children.
- 13.2. We collaborate with all other support services and agencies involved with the child and with parents, and where appropriate, make joint planning arrangements. This may include:
- Additional meetings for the parent with the new teacher;
  - Additional visits to the classroom environment in order to identify key features;
  - Opportunities to take photographs of key people and places in order to make a transition as smooth as possible.
- 13.3. Transitions reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or Autumn Term of Year 6. The SENCO of the secondary placement is invited to attend Annual Reviews, transitions reviews and other One Planning Meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, visits to school by key personnel from secondary placement, travel training etc.

### **14. Supporting Pupils with Medical Needs**

- 14.1. Danbury Park Community Primary School recognises that pupils at school with medical conditions should be properly educated so that they have full access to the curriculum, including educational visits 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.
- 14.2. The school follows the guidance given by the Department for Education. The Supporting Pupils at School with Medical Conditions document as well as the school's policy are kept alongside this policy to provide a management strategy to fully support the needs of all staff, pupils and parents.



- 14.3. Some children may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

## 15. Training and Resources

- 15.1. Through the monitoring and evaluating of our provision the SENCO with the Headteacher identifies any particular professional development needs of the staff. This is, where appropriate, linked closely to the School's Improvement and Development Plan and/or performance management objectives.
- 15.2. 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 provisions and practice and to discuss the needs of individual pupils.
- 15.3. The SENCO also co-ordinates and contributes to any whole staff specific training on new SEN initiatives and guidance.
- 15.4. The SENCO regularly attends network meetings and relevant training in order to keep up to date with local and national updates in SEND and disseminates the details to the staff as appropriate.

## 16. Roles and responsibilities

- 16.1. Our Special Education Needs and Disabilities Co-ordinator is:  
**Mrs Deborah Trussell (B.Ed Hons Education, National Award for SENCo 2011)**  
**Telephone: 01245 224 994**  
Mrs Trussell is a member of the School Leadership Team.
- 16.2. The school governor with SEND responsibility is:  
**Mr Ian Scott**
- 16.3. The headteacher, **Mrs Carol Gooding**, together with the governing body has overall responsibility for the Special Education Needs and Disabilities.
- 16.4. Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with SEND, therefore teaching such children through "quality first teaching" is a whole school responsibility.
- 16.5. The SENCO is responsible for co-ordinating the provision of special educational needs, throughout the school, in line with recommendations in the SEN code of practice 2015. This involves:
- Overseeing the day to day operation of this policy;
  - Co-ordinating provision for and managing of the responses to children's special needs;
  - Advising on the graduated approach to providing SEND support;
  - Liaising with the designated teacher where a "looked after" pupil has SEND or medical needs;
  - Liaising with and advising teachers;
  - Managing a team of SEND learning support assistants;
  - Maintaining of resources and a range of teaching materials to enable appropriate provision to be made;



- Overseeing the records of all children with SEND and maintaining the SEND register;
- Liaising with parents/carers of children with SEND in conjunction the class teachers;
- Liaising with external agencies;
- On-going monitoring and evaluation of the SEND provision;
- Contributing to the continuing professional development of staff.

16.6. It is the statutory duty of governors to ensure the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice (2015). The SENCO and the named governor with responsibility for SEND hold termly meetings. The named governor reports termly to the governing body.

## **17. SEND Records and Personal Information**

17.1. Danbury Park Community Primary School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

17.2. Copies of SEND paperwork will be kept in accordance with the Data Protection Policy.

17.3. Copies of One Page Profiles, One Planning Documents, External Agency reports and EHC plans will be kept by:

- The class teacher in a secure place within the classroom,
- The SENCO in a locked cupboard in her office and
- The school office in the pupil's individual file in a locked cupboard.

## **18. Complaints**

18.1. At Danbury Park Community Primary School we welcome feedback and enquiries from anyone about any matter relating to our school. This may be from pupils, parents, visitors and members of our community. In practice this dialogue is continuous, sometimes directly and also indirectly.

18.2. It is natural that from time to time pupils, parents, visitors and members of the community may have concerns or complaints and the school has in place set procedures for dealing with these.

18.3. If all the normal channels via the class teacher, SENCo and Headteacher have failed to satisfy parents as to the provision made for their child at school, the formal procedure for complaint is laid out in the School's Concerns and Complaints Policy, a copy of which can be obtained from the school website or from the School Office.

## **19. Monitoring, Evaluation and Review**

19.1. The school uses a range of indicators to evaluate the success of its SEND alongside the 'assess-plan-do-review' process.



- 19.2. Parents/carers are involved in the One Planning process.
- 19.3. One Planning documents and provision maps are monitored, evaluated and reviewed to ensure that children progress through specific, measurable, achievable, realistic and time-bound targets (SMART).
- 19.4. The SENCO and subject co-ordinators monitor classroom practice and analyse pupil tracking data and assessment information.
- 19.5. The attitude and views of the child towards the added support provision give a good indication of its effectiveness especially levels of self-esteem and confidence.
- 19.6. SEND is part of our school self-evaluation arrangements and is included in the school improvement plan.
- 19.7. The policy will be reviewed every three years (or more frequently in light of revised legislation or guidance)