



***Nurture-Believe-Inspire-
Achieve***

**Danson
Primary
School**

Special Educational Needs and Disability Policy

This policy is provided to all staff and should be read in conjunction with the following policies:

Safeguarding and Child Protection, Intimate Care, Accessibility, Medical, Behaviour, Physical Restraint, Feedback and Marking and EAL.

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the Head Teacher, the SENCO/Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants. All teachers are teachers of children with special educational needs.

'Every child is entitled to the expertise which enables them to learn well, to be challenged and to achieve ambitious things.' B Newmark, T Rees (2022), A Good Life: towards greater dignity for people with learning disability.

Name of Inclusion Manager: Mrs Pettifor
SEND Governors- Mrs Jolly

Aims

Our aim at Danson is to work within the guidance provided in the SEND Code of Practice (2015):

- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles of the National Curriculum Inclusion statement.
- To secure special educational provision for pupils whose needs are “additional to and different from” that provided within the adaptive curriculum and to respond to the four broad areas of need:
 1. Communication and Interaction,
 2. Cognition and Learning,
 3. Social, Emotional and Mental Health,
 4. Sensory/Physical.
- To listen, respond to and work with parents/carers' and pupils to build high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- 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 learners.
- To celebrate everyday success- things that matter to our children and their families.

Definitions

The SEND Code of Practice (2015) states:

SEN

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability

Some 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Admission

All children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the Bexley Admissions policy. We aim to support and include all pupils where possible.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before making a final decision on placement. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Identification of SEN

We know pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil’s previous school/setting, with regard to learning, development and inclusion.
- Screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress

What should a parent do if they think their child may have special educational needs?

Parents with concerns relating to their child's learning should initially discuss them with their child's teacher. This may then result in a referral to the school SENCO.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

We take all concerns seriously and act on them with kindness, compassion and a duty of care.

Support

All pupils at Danson will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. We will support those with need while affirming them as individuals.

For pupils with special educational needs or disability we will:

- Provide reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage and increase access to the taught curriculum.
- Use the whole school tracking system to monitor pupil progress and attainment, which will be discussed in termly progress meetings between the class teacher and a member of the Senior Leadership team or SENCO/Inclusion Manager.
- Identify and record additional action to increase the rate of progress where necessary. This may include additional strategies or interventions to further support the development of the pupil.
- Inform parents that the school considers their child may require SEN support and work in partnership to improve attainment and progress.
- The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

The Graduated Approach

Action relating to SEN support will follow an **assess, plan, do and review model**:

1. **Assess:** Observations and data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parent and pupil voice will be used to support the identification of action to improve outcomes.
2. **Plan:** If the action taken indicates that additional support be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO/Inclusion Manager.
3. **Do:** The class teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEN support) will be recorded on a provision map that will identify a clear set of expected outcomes. Parents and the pupil

will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken with parental permission and may include referral to:

1. Local Authority support services, including Early Intervention Team (EIT), Advisory Teaching Services, Behaviour Support Teachers, Education Welfare Officers, Educational Psychologists
2. Speech and Language or other Health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS), Child Health and Well-being Service (CHeWS)
3. Children's Social Care, including the Disabled Children's Service.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being issued.

Parent partnership

Parents are helped to support their child's learning. The school website and Bexley Local Offer website provide 'sign posts' for additional support.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

We encourage parents to speak with their child's class teacher and SENCO to discuss any concerns or seek support. Parents have the opportunity to meet with their child's class teacher and SENCO three times a year through parent evenings. Additional meetings and support will be given to anyone who wishes for further information, guidance and support regarding their child's needs.

Medical Needs

Details of how Danson support pupils with medical needs can be found in the Medical Needs Policy. The key contact for medical needs is the Office Manager with support from SENCO/Inclusion Manager as necessary.

- Pupils with medical needs that affect daily access or require the administration of medical support will be recorded in a Medical Needs Register. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or medical Practitioner, designated member of staff, parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications, will complete training and be verified by the school/community nurse as being competent.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication.
- It is the parent's responsibility to keep the school informed about any changes to the pupil's condition or medication.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting pupils at school with Medical Conditions' (DfE) 2015.

Staff Training

Danson provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs as appropriate.

A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.

Inclusion

At Danson risk assessments are carried out and procedures are put into place to enable all children to participate in school activities inside and outside the classroom or on school trips where reasonably possible.

We aim to ensure there is sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

Accessibility

Adaptations have been made to the school site in line with our Accessibility Policy. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. During any future refurbishment or rebuild, accessibility will continue to be reviewed and agreed by Bexley Local Authority.

Transition

A number of strategies are in place to enable effective transition.

Transition into our school

- Prior to entry a planned induction programme is followed in the Summer term to support transfer for pupils starting school in September. Each of these days may be personalised to meet individual needs if appropriate.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO/Inclusion Manager /Key Stage leader/ Class teacher meets with all new parents of pupils known to have SEND to allow concerns to be raised and necessary provision planned.

- If pupils are transferring from another setting information will be shared at the LA transition meeting or pre-school visit. Where a child is identified as having SEND, the school will contact any other professionals as needed.

Transition to Secondary

- For pupils transferring to local schools, the SENCOs/Inclusion Managers of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.
- The transition programme provides opportunities for pupils to meet staff from their new school through visits to Danson. These opportunities may be further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process of supporting parents to make decisions regarding secondary school choice.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan or Statement of SEN. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- The records of pupils who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school.

Resource Allocation

Danson receives funding to respond to the needs of pupils with SEND to provide adult support, equipment and facilities to support pupils with special educational needs and disabilities. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEN).

Access arrangements for public examinations

Where there is a history of need, support and a pupil has concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school.

For Bexley Selection Tests, the Local Authority requires that the pupil's SEN has been identified **at least** one year before the application and that concessions or adaptations similar to those being requested is the pupil's normal way of working.

Contacts

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCO/Inclusion Manager
- The Head Teacher

If you still feel that your concern has not been suitably addressed, please contact our Chair of Governors – Mr M Egelton. He can be contacted via the school office or Mr Phil Boyd, Clerk of the

Governors at Governor Services, Customer and Corporate Services, Room 330, Bexley Civic Offices, Broadway, Bexleyheath.

Support services for parents of pupils with SEN

- Bexley Information Advice and Support Service (IASS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <https://www.bexleyiass.co.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <https://www.bexleyiass.co.uk/information-and-advice/mediation/>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.bexleyiass.co.uk/information-and-advice/send-tribunal/>

Additional information and references

Bexley Local Offer: The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including Education, Health and Social Care. <https://www.bexleylocaloffer.uk/>

The SEND Code of Practice (2015) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Glossary

LA Local Authority

SEN Special Educational Needs

SEND Special Educational Needs and/or Disability

SENCO Special Educational Needs Coordinator

SEN Support Support given to pupils with SEN from devolved funding

EHCP Education, Health and Care Plan

Statement Statement of Educational Need

Public Information

Copies of this policy will be available to the public from the School Office.

Date reviewed: April 2024

Next review: July 2025

Co-Head Teachers: L Casey/A Allen

Chair Of Governors: M Egelton