



BELIEVE	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

SEND Information Policy

Version 2.21

Document Control

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1. Kinds of SEND that are provided for

The SEND Code of Practice identifies 4 broad areas of need (CoP p86):

- Communication and interaction including pupils with speech, language and communication needs (SLCN) and those with Autistic Spectrum Disorder (ASD)
- Cognition and learning including pupils learning at a slower pace even with appropriate differentiation. This includes pupils with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties including attention deficit disorder (ADD), Attention hyperactive disorder (ADHD), attachment disorders, anxiety, depression, self-harming, substance misuse, eating disorders and/or physical symptoms that are medically unexplained.
- Sensory and/or physical needs including hearing or visual impairment, mobility and other issues which require adaptations to enable the pupil to access the whole school curriculum experienced by his or her peers. This includes the assessment and review of equipment to support a pupil.

Provision for pupils with EHCP's

Mainstream

Pupils with EHCP's in the mainstream school receive the interventions and support commensurate with the needs outlined on their EHCP. Sometimes, in consultation with parents/carers we offer them a place in our Additionally Resourced provision until such time they can access a mainstream curriculum independently.

The Additional Resource Provision (ARP) for – small group learning for pupils with moderate learning difficulties

Access to the Additionally resourced provision is by parental request on the Primary Secondary transfer form.

Places in the ARP are allocated by the Borough SEND panel.

The Additional Resource Provision (ARP) offers small group learning for pupils with moderate to severe learning difficulties. Pupils are placed in the ARP by the Local Authority. Pupils attending the ARP have Education and Health Care Plans specifying that they need the support of a smaller class and specialist teaching. Pupils in the ARP benefit from:

- A curriculum adapted to their needs aiming to prepare pupils for English, maths, science, food technology, art and drama GCSEs
- Functional skills ICT, enrichment and personal growth lessons are also part of the ARP curriculum
- Weekly speech and language therapy including expressive/ receptive language and social skills
- Dedicated support by an Educational Psychologist
- Being based in their own classroom in years 7 to 9 in the ARP area



- Emotional support from familiar and sympathetic adults in a calm and friendly environment
- Subject specialist teachers
- Being supported by a teaching assistant in most lessons
- Daily one to one personalised short literacy and numeracy interventions

Mainstream Pupils without an EHCP

Once needs are identified a programme specific and bespoke to the individual pupil will be put in place ensuring access to the provisions needed to ensure progress and attainment.

2. Identifying Pupils with SEND and assessing their need

The Special Educational Needs Coordinator (SENCO) is Mr Robert Simpson

Tel 0208 270 4400 extension 233

Email rsimpson@dagenhampark.org.uk

The Inclusion Manager is Ms Becky Burvill

Tel 0208 270 4400 extension 035

Email bburvill@dagenhampark.org.uk

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parental/Carer concerns

Parents/carers can contact the SENCO, The SENCO will then investigate the concerns and work with parents/carers to make sure the appropriate support is put in place should it be needed.



3. Consulting and Involving Parents or Carers

Parents/Carers are asked to complete a small document outlining their concerns and giving any background information that may be useful in the investigation.

There will be a meeting with the pupil to discuss their wishes and feelings and how they feel they are progressing, and any concerns they may have.

If, after investigation, it is found that the pupil has been identified as needing special educational provision, we will have discussions with the pupil and parents to make sure that:

- Everyone has a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parent/ carers.

We will formally notify parents/ carers when it is decided that a pupil will receive SEND support and the nature of the support offered

4. Assessing and Reviewing pupil's progress towards outcomes

We carry out academic assessments every half term and parents receive progress reports.

For pupils with EHCP's there are termly meetings with parents for the exchange of views and information. For pupils without an EHCP the review meetings will vary depending on the need (see Assess Plan Do Review below). At the review meetings, we consult with parents on the best ways for us to support students so that they reach their maximum potential and experience the highest possible level of academic success. These review meetings are an opportunity to consult with parents on how we can help young people to feel happy, secure and confident at school.

Parents are also invited to coffee mornings each term. This is an excellent opportunity for parents to consult with our staff about the progress, provision and day to day experiences of their young people.

If parents need to discuss their child outside of the review meetings, they are welcome to contact us on these numbers:

Rob Simpson, SENCo 020 8270 4400 extn 233

Becky Burvill Inclusion Manager on 020 8270 4400 extn 035

Clare Middleton, Assistant to the SENCo 0208 270 4400 extn 235

*The SEND team are committed to responding to phone messages from parents within 24 hours when a message is left with the school reception.

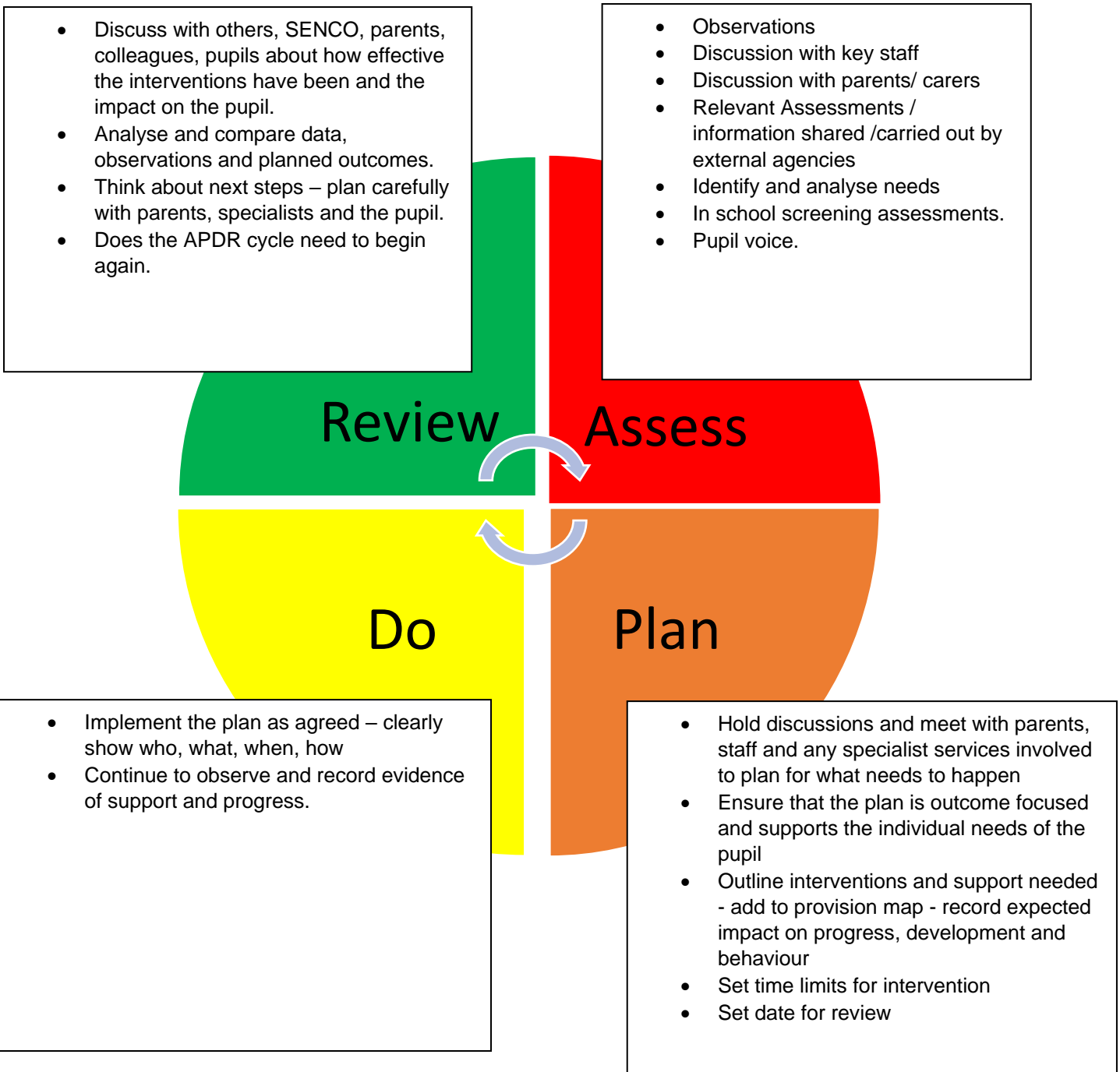


For pupils without an EHCP

Assess, Plan, Do, Review (Duration is dependent on needs the needs and support identified)

The Assess, Plan, Do, Review cycle is key to the graduated response to special educational needs laid out in the SEND Code of Practice 0-25 (2014). The approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

Flow Chart: A graduated approach to special educational needs below:



5. Supporting Pupils moving between phases and preparing for adulthood

Primary to Secondary

- Visits to feeder schools throughout the spring term to discuss any pupils with SEND that may be coming to Dagenham Park. This may involve discussions with primary SENCO's, class teachers and Teaching Assistants
- Transition days, with parents and pupil visits and then a whole day in July to meet the rest of the class. Other visits can be arranged as desired by the primary school or the parent/carer.
- Transition booklet to help answer any questions.

KS 3 to KS 4

- For pupils without an EHCP, A transition planning meeting and if needed a transition plan outlining the support needed for the pupil to move on to the next phase.
- For pupils with an EHCP a Transition Plan document will be completed at the annual review between key stages.

KS 4 – Further Education

- Transition plans are updated
- If a pupil is going to college then we will make sure they attend open days and are fully informed of what to expect
- If a pupil is moving on to one of our 6th form courses we will ensure there is a full transition package in place to support the pupil

The appropriate professionals will be invited to all transition reviews.

6. Our approaches to teaching pupils with SEND

The type of support for young people depends on the needs of the individual. Some pupils may benefit from being taught by a teacher or teaching assistant in small groups, pairs or individually. We are able to offer effective support for pupils who struggle with literacy and numeracy in this way. Other pupils need to be taught

speech, language and communication skills in small groups with our speech, language and communications specialist who works in conjunction with the NHS Speech Therapy Service.

Teachers at Dagenham Park Church of England School are teachers of every pupil in their lessons and will support young people in their class by adjusting the work so that every child has the opportunity to move forwards with their learning. The learning of some young people may be supported by extra help from teaching assistants in the classroom



7. Adaptations to the curriculum and learning environment

The SENCo, Inclusion staff and teachers at Dagenham Park can offer advice and guidance on the subjects most likely to help your child realise their full potential.

Mainstream teachers have access to the expertise of the SEND and Inclusion departments to help them prepare a curriculum that all pupils can access.

The Learning environment at Dagenham Park has been tailored to support our Believe, Grow and Succeed programme.

The Physical Environment

Dagenham Park Church of England School had full wheelchair access at all entrances as well as lifts to ensure access to the first and second floor.

- In case of fire, in the main building there are safe areas on the first and second floors with fire doors and intercom communication devices. In the Whitbread building there is a stair lift for emergency evacuation of students with limited mobility.
- The building has been inspected by a mobility officer to ensure that we are suitable for students with visual impairments.
- Spread over the two floors there are ten disabled toilets in the main school building and three toilets next door in the Leisure Centre which is used for PE lessons. The Whitbread building has one disabled toilet.
- In the main building there is a care room with an overhead hoist, toilet and changing bed.

8. Additional Support for Learning

Pupils who require additional support, especially for English and maths, receive some teaching in small groups to help them catch up.

In regular lessons, teachers will adjust the work to suit every level of ability in the class. Teaching assistants are deployed throughout the school to help pupils to learn in lessons.

9. Expertise and staff training

The SEND and Inclusion team at Dagenham Park Church of England School have a variety of qualifications:

- The work of the department is overseen by the Special Educational Needs Coordinator (SENCo) who is a qualified teacher and holds the National Award for SENCo, and the Inclusion Manager
- There are three fully qualified teachers and eight teaching assistants. Some teaching assistants are graduates and some have the Higher- Level Teaching Assistant qualification. Other teaching assistants are skilled and experienced in supporting the learning for particular subjects.
- Teaching assistants have been trained in the delivery of literacy and numeracy support for small group or one to one support programmes.
- There is a speech and language therapist working at school one day per week.
- Our teaching assistants are trained to deliver therapeutic group work for students with Speech, Language and Communication Needs.



- The SEND teaching assistants have done recent training in operating hoists for lifting wheelchair users for toileting purposes or physiotherapy.
- The SEND team and first aiders do regular training for children who may need emergency treatment for asthma, epilepsy or allergies.

10. Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed period with pupil and parent/carer
- Using pupil questionnaires
- Using Parent/Carer feedback forms that are sent home
- Monitoring by the SENCO and Inclusion Manager
- Using provision maps to measure progress
- Holding Termly reviews (Including the Annual review) all SEND pupils.

11. Enabling pupils with SEND to engage in activities available to those in school who do not have SEND.

Dagenham Park Church of England School strives to be fully inclusive. To ensure a pupil can participate in every activity teaching assistants are available to support pupils who may need some extra help to access the activity.

Teaching assistants accompany school trips or activities outside the classroom when required. Any parent who has concerns should contact the teacher who is organising the activity.

Every effort will be made to include all young people in activities in and outside the classroom.

12. Support for improving Emotional and Social development

The overall well-being of young people is supported by the form tutors who report to the Heads of Achievement for each year group. Young people can receive one to one support from a Learning Mentor or Key Worker.

Students can also be referred to the school counsellor. Regular meetings are held to discuss any concerns about students and decide on the best course of action.

Students with disabilities or special educational needs receive emotional support or support with social skills from those teaching assistants who work with them most frequently.

We run continuous social skills programmes

Pupils have access to trained THRIVE practitioners to support mental health and well being.



13. Working with other agencies

Pupils with SEND can access the following support services at school:

- Speech language and communication therapy
- Joseph Clark advisory service for visual impairment
- Outreach service for deaf and hearing- impaired children and young people
- Educational Psychologist Services
- Physiotherapy services
- Occupational therapy services
- Wheelchair services
- Counselling
- Evolve and Adapt mentoring service

14. Complaints about SEND provision

If you feel unhappy about any aspect of your child's experiences at Dagenham Park Church of England School, we will make every effort to resolve the problem. In the first instance please contact Rob Simpson (SENCo) on 020 8270 4400. The DSEN Team are always aiming to improve the provision for our young people. We will listen carefully to your concerns and do our best to resolve matters. If the problem is not resolved, you can follow the school's stages for complaints by raising your complaint with the head teacher; you will receive a response within 10 working days. If your complaint is still not solved, you can contact the chair of the governing body for the school; you will receive a response within 20 working days. If you are still not happy that the complaint has been resolved, you can complain through GOV. UK.

