



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 Policy and Information with Accessibility Information

20.12

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Statement of Intent: SEND Department

All students at Dagenham Park School are encouraged to believe in a healthy mind and body, believe in striving to be the best they can be and believe in respecting each other and themselves. All students are expected to grow through learning, grow in humanity and kindness and grow through embracing their opportunities. We rejoice when all students succeed in making others proud, succeed in being resilient and courageous and succeed in building positive relationships.

We acknowledge that a proportion of our students have special educational needs and/or disabilities (SEND) at some time in their school career. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. At Dagenham Park Church of England School, we are committed to providing the right adjustments and support for students with SEND so that they can reach their potential in belief, growth and success.

General information

Dagenham Park Church of England School is a mainstream secondary school with a Sixth Form. The SEND department meets the needs of students in the areas defined in the statutory guidance provided to schools in the *Special educational needs and disability code of practice: 0 to 25 years* published by the DfE in June 2014.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than 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 or mainstream post-16 institutions (p4-5)

The school has a responsibility to make reasonable adjustments for students with SEND. They have responsibilities under the Equality Act 2010 to ensure that there is no direct or indirect discrimination, harassment or victimisation of students with students with SEND. Staff are informed of this responsibility and a key role for the SEND department is to provide information and training.

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

- **Communication and interaction** including students with speech, language and communication needs (SLCN) and those with Autistic Spectrum Disorder (ASD)
- **Cognition and learning** including students learning at a slower pace even with appropriate differentiation. This includes students with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia



- **Social, emotional and mental health difficulties** including those with challenging or disruptive behaviour, 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 student to access the whole school curriculum experienced by his or her peers. This includes the assessment and review of equipment to support a student.

Questions and Answers

1. How does the school know if young people need extra help and what should I do if I think my young person may have special educational needs?

At Dagenham Park School we are alert to the possibility that young people may have special educational needs. We communicate with primary schools and schools our young people have previously attended to gather as much information as possible about new students.

Teachers and parents can raise their concerns with the School's Special Educational Needs Coordinator, known as the SENCO: **Rob Simpson** who can be contacted on 020 8270 4400 if they think that a student may need extra help. We can do some tests which may help us to develop a better understanding of student's needs or may indicate the need for seeking the advice of an educational psychologist.

2. How will the school staff support my young person?

The type of support for young people depends on the needs of the individual. Some students 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 students who struggle with literacy and numeracy in this way. Other students 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 student 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.

3. How will the curriculum be matched my child's needs?

The SENCO and teachers at Dagenham Park can offer advice and guidance on the subjects most likely to help your child realise their full potential. Students 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 students to learn in lessons.

4. How will both you and I know how my young person is doing and how will you help me to support my young person's learning?

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



For students on the Special Educational Needs Register, termly meetings with parents are held for the exchange of views and information. At the termly 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. Termly 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

Clare Middleton, Assistant to the SENCo 0208 270 4400

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

5. What support will there be for my young person's overall well-being?

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.

6. What specialist services and expertise are available at or accessed by the school?

Students 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
- THRIVE Programme – for students who are struggling with emotional issues and behaviour

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

The Additional Resource Provision (ARP) offers small group learning for students with moderate to severe learning difficulties. Students are placed in the ARP by the Local Authority. Students attending the ARP have



Education and Health Care Plans specifying that they need the support of a smaller class and specialist teaching. Students in the ARP benefit from:

- A curriculum adapted to their needs aiming to prepare students 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

The Level 1 Sixth Form

The Level 1 Sixth Form is for students with learning difficulties who are not yet ready to move on to college. Students study to re-sit their English and maths GCSEs in a supportive setting. Students also prepare for further education by studying the Level 1 Vocational Studies Course which includes food preparation, IT design, childcare, drama and PE. Students also take part in the Young Enterprise Programme to develop confidence and learn business skills.

Students participate in all Sixth form enrichment activities, there is a Level 1 Sixth Form coordinator, Ms Jane Jn Baptiste, and there are two dedicated classrooms with IT suites.

7. What training are the staff supporting young people with SEND had or are having?

The SEND 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 SENCos.
- 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.



8. How will my young person be included in activities outside the classroom including school trips?

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 outside the classroom.

9. How accessible is the school 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.

10. How will the school prepare and support my young person to join the school or transfer to the next stage of education and life?

In year 6, students who will be joining us at the start of year 7 and their parents are invited to an interview for the sharing of information between home and school. Year 6 students are all invited to an induction evening which they should attend with their parents.

Year 6 students with special educational needs or disabilities (SEND) as well as students who are vulnerable or anxious about the transfer to secondary school are invited to spend time getting to know the school at induction days. Dagenham Park Church of England School is understanding and flexible about arranging extra induction.

Transition meetings for student with SEND will be held well in advance of the student's transfer to college or to the next stage of life. Parents, careers advisors, teachers and, if appropriate, the involved professionals will attend these meetings to make sure that the student is well prepared for the next steps after school.

11. How are the school's resources allocated and matched to young people's special educational needs?

The school's resources are allocated and matched to young people's special educational needs in accordance with the recommendations in the student's Education and Health Care Plan. Students who do not have an education and health care plan also receive support appropriate to their needs.



12. How is the decision made about what type and how much support my young person will receive?

- The school budget, received from Barking and Dagenham LA, includes money for supporting children with SEND.
- The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors, based on the needs of the children currently in the school.
- The Head teacher and the SENCo discuss all the information they have about children and young people with SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- They then decide what resources/training for staff and support is needed.
- All resources/training and support are reviewed regularly, and changes made as needed.
- The views of parents and students are given every consideration

13. How do I make a complaint?

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.

