



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

Version 10.21

Document Control

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Aims

Our SEND policy aims to

- Show how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our Values and Vision

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.

Dagenham Park Church of England School recognises that some students may require additional support and resources to reach their full academic and personal potential. 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 a continuum support identifying areas of need, and ensuring appropriate interventions are provided to all students who have been identified as needing additional support.

These aims are considered as part of our whole school approach to Special Educational Needs. The SEND department works in partnership with the Senior Leadership Team, The Governing Body, The Inclusion Team, Heads of Achievements, Head of Departments, the EAL team and all staff together with Parents/Carers, students, and external agencies in responding to students' educational needs.

Legislation and Guidance

This policy is based upon

- Special educational needs and disability code of practice: 0 to 25 years June 2014 and updated April 2020.
- Part 3 of the Children and Families act 2014 up to date Jan 2021 which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disabilities Regulations 2014 updated 2020 which sets out the school's responsibility for Education and Health Care Plans (EHCP), SEND Coordinators (SENCOs), and the SEN information report.



Definitions of Special Educational Needs and (SEN)

Under the Code of Practice (2015), the term 'Special Educational Need and Disability' (SEND) applies to a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age.

or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

It is important to note that although children and young people who have SEND tend to have barriers to their learning, they do not necessarily have a disability and many disabled children and young people do not have special educational needs.

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 SEND. Staff are informed of this responsibility and a key role for the SEND department is to provide information and training.

Areas of Need

- **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, pupils with Specific Learning Difficulties (SpLD) including dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** Including those with Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder, 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 as experienced by their peers. This includes the assessment and review of the equipment needed to support the pupil.



Roles and Responsibilities

The SENCO

The SENCO is Mr R Simpson. His contact details are: -

Telephone – 028 270 4400 ext. 233

Email – rsimpson@dagenhampark.org.uk

He will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school



The Head Teacher

The Head teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Identification and Assessment

Identification of pupils with SEND can happen in three ways:

1. By Primary school

Our aim is to visit every one of our feeder schools in the spring term to discuss and observe any pupils with SEND so we can be prepared to support them when they start with us in September.

We have a meeting in the summer term with primary SENCOs to discuss pupils who have SEND to whom a place has been allocated by the Local Authority. These include pupils with EHCP's and those who have been allocated a place in our Additionally Resourced Provision (ARP)

2. Parental/ Carer concerns

If a parent or carer has concerns over their child, they can contact the SENCO to discuss their concerns. The SENCO will then investigate the concerns and may contact other professionals and carry out some initial testing in order to develop a better understanding of the needs of the child. This may include seeking help from an Educational Psychologist, speech and language therapist or any other professional they think might be able to support the child.

3. Teacher concerns

If a teacher is concerned about a pupil, they can contact the SENCO for advice. If, after following the advice from the SENCO, they still have concerns, then the SENCO will contact parents, explain the concerns and what strategies have been put in place to support the child, and if the Parent/carers wishes we will proceed along the pathway outlined above in the Parental/Carer concerns section.



If the needs that are identified cannot be met through normal classroom strategies, the SENCO, in conjunction with the Parent/Carer will request a Consultation for an EHCP.

How We Identify pupils who need additional support (SEND – K)

Identification (Duration is 1-2 weeks)

The School recognises that early identification of a child/young person's needs is crucial in ensuring the appropriate provision is put in place to enable progress. Identification is made through various methods:

- Liaison with primary school – the school has a rigorous transition programme which ensures that we receive the student's prior history so that appropriate programmes are put in place as necessary for successful integration. The school spends time collating important information from feeder primary schools to ensure students who had support in primary school are continued to be monitored and supported as soon as they attend Dagenham Park Church of England School. These students are discussed with the relevant stakeholders within the first term at Dagenham Park and identified students are provided with appropriate support.
- Discussion with parents and students at transition – It is important to obtain views from both the parent/ carer and child regarding support that has been offered and further support that may be needed.
- Liaison with in-school staff including, teaching assistants' class or subject teacher, Head of Achievements, SLT, The Inclusion / Pastoral Team.
- Discussion of students at the Vulnerable Pupil Panel (Weekly) in which key stakeholders including the SENCO and Inclusion Manager are present.
- Rigorous monitoring of in-school data systems such as attainment, attendance, and behaviour.
- Prior attainment data.
- CATS testing.
- Concerns raised by parents/ carers.
- Liaison with external agencies/professionals



Expertise and Staff Training

Staff professional development is ongoing through our training programme. We ensure that our teaching and support staff have access to the training they need to meet the needs of the pupils here.

Our SENCO - Mr Simpson has experience as both SENCO and ARP manager stretching over 15 years.

The SENCO has allocated time each week to manage the SEND provision.

MS Burvill - The inclusion Manager who is responsible for supporting pupils with SEND needs who do not have an EHCP

Ms Middleton - The Assistant to the SENCO and is primarily responsible for the Pastoral wellbeing of SEND pupils. Her contact details are

Mrs Wakelin - PA to SENCO, who prepares all our reports and requests for EHCPs, monitors and organised Annual reviews

Mrs Evetts - Who delivers our precision teaching programme and Food and Nutrition GCSE

Mrs Farenden who delivers the Speech and Language programme for pupils who are seeing the speech therapist, and she coordinates our Social Skills programme.

Supporting Teaching Staff

Teaching staff are supported by our ongoing professional development programme.

We deliver in house training addressing the various needs.

The SEND and Inclusion Departments will also work 1:1 with teachers and departments to support them when working with DSEN pupils.

Monitoring and Evaluation

This policy was first completed on 4th February 2021.

The Policy was approved by

The policy will be reviewed on a yearly basis or whenever new guidelines are published.

We evaluate the effectiveness of provision for pupils with SEN 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 DSEN pupils.

Working with the Borough

The Local Authority offer can be found here [Local offer | LBBD](#)

