

# **DENBIGH PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY**

**Policies at Denbigh Primary School are designed to support the ethos, aims and vision of the school as outlined in the School Development Plan (SDP). We strive for excellence in all that we do and everyone expects the best from everyone else. In partnership with parents and the wider community, we provide a safe, caring and active learning environment in which all pupils enjoy their education and achieve their full potential.**

**British Values At Denbigh Primary School we value the diverse ethnic backgrounds of our pupils and their families. We undertake a variety of events and lessons to celebrate the diversity within our community. Underpinning this is a range of curriculum topics which have strong links to British values. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.**

**Our policies are designed to be inclusive and to eliminate discrimination. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.**

**STATUTORY POLICY Policy reviewed and adopted by Full Governing Body  
Committee – December 2019 SEN Governor: Rona Campbell Review date: March  
2021**

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**1) Compliance** This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Dec 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO in liaison with SLT, all staff and parents of pupils with SEND.

**2) Who is responsible for SEN at our school?**

The person who is responsible for managing the provision the school makes for children with SEND is the SENCo who is Tyrone West. He can be contacted at:

Denbigh Primary School  
Denbigh Road Luton

Bedfordshire LU3 1NS

Telephone: 01582 571597 Email:  
[twest@denbighprimary.com](mailto:twest@denbighprimary.com)

The Inclusion Manager is part of the school's Senior Leadership Team and was awarded the National Award for SEN in 2014 and Masters in SEND in 2015. The SENCo has also been awarded a National Award for SEN.

**Denbigh Primary School's belief and values regarding SEN** At Denbigh Primary School we believe in achievement, ambition and progress for **all** children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the SENCo, specialist teaching staff, both within the school and external professionals, to ensure that the school can meet a broad range of special educational needs.

We undertake a robust system of monitoring children's progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

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**At Denbigh Primary School every teacher is a teacher of every child including those with SEN**

**3) What does our school want and expect for children with SEN?** At our school we want all children to be able to reach their full potential with all barriers to learning eliminated or support provided to reduce the effect of the learning barrier. We strive to raise the aspirations of and expectations of all children but in particular those with SEND.

As a school we take the longer view in relation to SEND and prefer to focus on outcomes for children and not just take the short term view by looking at hours of support.

## **OBJECTIVES – HOW WE ARE GOING TO ACHIEVE OUR AIM?**

- To have early identification and provide for those children who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice January 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide an Inclusion Manager, who is a member of SLT and the SENCo who both hold a nationally recognised qualification in regards to SEN, who will ensure implementation of the SEN Inclusion Policy
- To ensure that children with SEND are given the same aspirational targets as those without SEND
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that children with SEN engage in the activities of the school alongside children who do not have SEN
- To request, monitor and respond to parents/carers and children’s views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet children’s needs, through well-targeted continuing professional development
- To support children 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 children

**4) What are special educational needs (SEN) or a disability?** At our school we use the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

**SEN:** *A child 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:** *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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

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The code of Practice identifies four broad areas of need. These are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A child may have more than one area of need.

The following are **not considered** as SEN but may impact on progress and attainment:

- Disability – the code of practice outlines: we **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.”
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

##### **5) What kinds of special educational needs does the school make provision for?**

Children with SEN have different needs, but the general presumption is that all children with SEN but without an Educational, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy.

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

- it would be unsuitable for the age, ability, aptitude or SEN of the child, or

- the attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources.

**6) How does our school know if children need extra help?** At our school we consider the whole needs of a child not just the special educational needs of a child.

We know when children need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the child's previous educational setting, regarding a child's level of progress or inclusion
- Pupil progress meetings, which are held termly, indicate lack of expected rates of progress
- Observations of the child indicate that they have additional needs in one or more of the four broad areas of need stated in section 4
- A child asks for support

**7) What should a parent/carer do if they think their child may have special educational needs?** If parents have concerns relating to their child's learning they should initially discuss them with their child's teacher. This may result in a referral to the SENCo whose name and contact details can be found in Section 2.

Parents/carers may also contact the Inclusion Manager or Headteacher directly if they feel this is more appropriate.

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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 in school.

**8) How will our school support a child with SEND?** High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN. **Class teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.**

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

- classroom observation by the senior leadership team, the SENCo, external verifiers
- ongoing assessment of progress made by children with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to child need
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of children with SEND
- child and parent feedback on the quality and effectiveness of interventions provided
- attendance and behaviour records

All children have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the home/school diary and also at events such as Parents' Evenings.

Children's attainments are tracked using the whole school tracking system and those failing to make expected rates of progress are identified very quickly. These children are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the child.

Where it is decided during this early discussion that special educational provision is required to support learning, parents/carers will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

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

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**Assess:** At this stage evidence will be gathered by the class teacher using the **Initial Concerns Checklist (see Appendix A)**. The evidence gathered is a mixture of national data and expectations of progress, formative assessments, interventions already tried and their impact, views of parents and teacher's observations.

Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes. The gathering of evidence will remain the responsibility of the class teacher with additional support from the SENCo.

At this stage the child will be recorded on the SEN Register as MONITOR. There is not a requirement to produce an IEP but it is an indication that the child may require additional support.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child, if appropriate will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

**Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents/carers and the child 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.

**Review:** Progress towards these outcomes will be tracked and reviewed every 4 weeks using an individual educational plan (IEP) with the parents and the child.

An individual educational plan (IEP) will be created for each child that is at SEN Support, or



on an EHC plan. IEPs are created by the class teacher with the involvement of parents/carers, SENCO and child (Years 5 & 6 only). It is the responsibility of the class teacher for evidencing progress towards the outcomes described in the IEP.

If a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need then external support will be sought and may include referral to:

- Specialist in other schools e.g. Lady Zia Wernher Outreach
- Special Education Needs Support Service including autism
- Behavioural Support Service
- Hearing Impairment team
- Visual Impairment team
- Educational Psychiatrist
- Educational Welfare Officers
- Physical and disability Support Service
- Occupational Therapist,
- Child Adolescent and Mental Health (CAMH)
- School Nursing
- Social Services

Parents will be informed and a discussion to involve specialists will take place. Permission from parents/carers will be gained before the involvement of the external professional. Outside agency involvement is available to the school from the Local Authority on a 'buy back' basis and reviewed annually.

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Funding for interventions, additional support and external agency involvement will come from the school's notional budget. If more expensive specialist provision is required then additional top-up funding from the Local Authority will be requested along with an Educational, Health and Care assessment. Again parents/carers will be involved in any decisions at this stage.

If a child responds to interventions and/or additional support and they no longer require anything additional to or different from that made generally for other children then parents/carers are informed and discussion takes place about removing their child from

the SEN Register.

They will be MONITORED for at least six months (and identified as such on the SEND Register) to ensure that progress continues to be made at an acceptable rate. If progress declines and additional and/or different support is needed they will be placed back on the SEN Register.

When a child is being monitored after removal from the SEN Register there is not a requirement for that child to have an IEP.

**9) How will the curriculum be matched to each child's needs?** Teachers plan using the children's' achievement levels, differentiating tasks to ensure progress for every child in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition if it is considered appropriate, children may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

**10) How will parents/carers know how their child is doing?** Attainments towards the identified outcomes recorded on IEPs will be shared with parents/carers termly through feedback regarding SEN support reviews but also through the targets identified in the home/school diary and Parents' Evenings.

Parents/carers may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO and/or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01582 571597.

**11) How will parents/carers be helped to support their child's learning** The class/subject teacher or SENCo may suggest ways of supporting your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo or class teacher who will locate information and guidance for you in this area.

**12) What support will there be for children overall well-being?** The school offers a wide variety of pastoral support for children. These include:

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- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Child and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions to support child's well-being are delivered to targeted children and groups. These are identified on the school's provision map and aim to support improved interaction skills, emotional resilience and well-being. These are run by the School's Learning Mentor.
- Children who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports children's well-being and mental health.
- The school has a robust Anti-bullying policy that is adhered to by all members of staff. The anti-bullying policy sets in place steps to ensure and mitigate the risk of bullying of vulnerable learners at our school.

**13) Pupils with medical needs** Our school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical educational.

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.

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

The arrangements in our school for support children with medical needs are set out in the policy found at [www.denbighprimary.co.uk](http://www.denbighprimary.co.uk)

Children with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the child themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

Our welfare team are also available to support families who have children with medical needs.

All medicine administration procedures adhere to the Local Authority policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions (DfE) 2015* and identified in the school Medicine Administration Policy.

**14) What specialist services are available at the school?** The school has access to a range of specialist support that is identified in Section 8 above. Additionally the school employs a speech and language therapist for one and a half days a week.

**15) What training do the staff supporting children with undertake?** 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

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school's SEND provision and practice and where necessary to discuss the needs of individual children.

All staff at our school are encouraged to maintain up to date information regarding special needs education. This is facilitated by the Inclusion Manager/SENCo who provides training materials that are stored and accessed on the school's shared data drive e.g. material relating to high incident special needs. The SEND area of the shared drive also contains articles, reports and advice about special educational needs and is regularly updated.

The Inclusion Manager has achieved the National Award for Special Education since being in post and a Masters Degree in Special Educational Needs. He regularly attends both local conferences, arranged by the Local Authority, and also national conferences. The SENCo has also been awarded a National Award for Special Educational Needs.

**16) How will my child be included in activities outside the classroom including school trips?** Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

**17) How accessible is the school environment?** The following adaptations have been made to the school environment:

- A disabled parking spot marked and located next to the school reception.
- A ramp and lift access has replaced an area of steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website.

**16) How will the school prepare/support my child when joining or transferring to a new school?** Denbigh Primary School takes the majority of its children from Denbigh Pre-School. In the Summer term, prior to children from the nursery joining the school, the Inclusion Manager and/or SENCo with the Team Leader in charge of Reception, will liaise with the nursery and all feeder nurseries to establish which of the children who are progressing to Reception classes are on the Early Years SEN register.

**On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
  - 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 and/or Inclusion Manager meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any

concerns.

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### **Transition to the next school:**

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- These opportunities are further enhanced for pupils with SEND
- The annual review in Y5 for pupils with an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- 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.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of children who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

**17) How are the school's resources allocated and matched to children's special educational needs?** The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

- A proportion of the funds allocated per child to the school to provide for their education called the Age Weighted Pupil Unit (AWPU).
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND.
- The Pupil Premium funding provides additional funding for children who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the school's provision maps. These target the broad areas of need:

➤ Cognition and learning ➤

Behavioural ,emotional and social ➤  
Communication and interaction ➤  
Sensory and/or physical

- If parents/carers wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCo, School Business Manager or a member of the Senior Leadership Team.

**18) How is the decision made about how much support each child will receive?**

For children with SEN but without an EHC plan, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.

For children with an EHC plan, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**19) How will I be involved in discussions about and planning for my child's education?** This will be through:

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- Discussions with the class teacher, Inclusion Manager, SENCo or senior leadership team member.
- During parents evenings.
- Meetings with support and external agencies.
- Communication through the home/school diary.

**20) Who can I contact for further information or if I have any concerns?** 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:

- Child's Class Teacher
- Inclusion Manager
- SENCo
- The Headteacher or a member of the Senior Leadership Team

For complaints, please contact the School Governor with responsibility for SEN. Their name is Rona Campbell. They can be contacted via the school office on 01582 571597.

**21) Support services for parents of pupils with SEN include:**

- Information, Advice and Support Services Network (previously known as National Parent Partnership Network (PPS)) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via [sendias@luton.gov.uk](mailto:sendias@luton.gov.uk).
- The Information, Advice and Support Services Network will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP.
- 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 <http://preview.tinyurl.com/qx5a8vq>

## **22) Information on where the Local Authority's Local Offer can be found.**

### **LOCAL OFFER**

If you think your child may have special educational needs you will find supportive information on the Luton Borough Council's Local Offer at:

[http://www.luton.gov.uk/Education\\_and\\_learning/Special\\_educational\\_needs/Pages/default.aspx](http://www.luton.gov.uk/Education_and_learning/Special_educational_needs/Pages/default.aspx)

Our school's local offer can be found on our school's website under key information at:

[www.denbighprimary.co.uk](http://www.denbighprimary.co.uk)



Name of Pupil Date

class Completed by

Home Language Attendance

### **Pupil Strengths**

### **Assess: Concerns (When did you first have concerns)**

What are the pupils needs/barriers to learning? What is the view of the teacher, TA, parents and child?

### **Assess: Achievement Data**

Year Group

Attainment Reading Writing Maths Reading Writing Maths

CM levels

Progress  
points

**Plan: What steps have you taken to address these concerns? Have you informed the parent/carer of this plan?**

**Do: Quality First Teaching - On a classroom level how have you adapted your teaching to meet the pupils needs?**

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Do Review: What was the impact?

Actions Taken Date Outcome/Impact Date

**Please send this form to the SENCo and Inclusion Manager who will discuss this with you and decide if a higher level of concern is required.**

**Do: Teacher & SENCo offer Further Support**

Do Review: What was the impact?

Actions Taken Date Outcome/Impact Date

