

**The Dales School**

**SEND Policy**

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| **Date of Adoption by the Governing Body:** | **26/01/2024** |

**Definition of SEND**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

1. Has a significantly greater difficulty in learning than the majority of others of the same age;

or

1. 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.

SEN Code of Practice (January 2015, pages 15-16 xiii-xiv)

**Definition of disability**

Many children and young people who have SEND may also 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’

SEN Code of Practice (January 2015, pages 15-16 xviii)

**Special Educational Needs and Disabilities at The Dales School**

The Dales School is a co-educational maintained special school in South East Northumberland for pupils aged 4 to 11 years with an Education Health and Care Plan (EHCP).

The Dales currently meets the needs of pupils with an EHCP with the following needs:

* ASD and associated behavioural difficulties,
* Learning disabilities,
* Speech, language and communication needs,
* Social, emotional and mental health needs including some behavioural needs.

Decisions on the admission of pupils are made by the Local Authority.

**Assessment and Provision for our Pupils**

We monitor the progress of all pupils throughout the year to review their academic progress. Full details are within the school’s Assessment Statement, Curriculum Policy and the Teaching and Learning Policy.

**Identifying and Reviewing Pupils’ Needs**

Pupils’ EHCPs are reviewed at least annually. Annual Reviews are held in accordance with government guidance, to review progress and to ensure that the child's needs are being met and the school placement remains appropriate. Input is made by a range of professionals, a school report is included and parental and pupil involvement is strongly encouraged. Where appropriate, other professionals may be invited to attend the Review Meeting.

Pupils’ progress is identified through classroom observation, ongoing assessment and tracking, and data analysis. The school has robust procedures outlined within the Teaching and Learning Policy to ensure the best possible progress for individual pupils.

The management of all children with intimate care needs, including toileting and medical needs, are carefully assessed and plans are implemented. These are shared between school, health professionals, class teachers and parents and are monitored and reviewed regularly. Further information is available in the Intimate Care Policy.

**School Access and Facilities**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The Dales School promotes an ethos of respect for everyone.

School has undertaken an extensive program of improving its classroom furnishing and equipment, premises and facilities to ensure the changing needs of its pupil population continue to be met.

The school has four minibuses, including vehicles with a tail lift and an accessible vehicle.

Further information is available in the School Access Plan, Equalities Policy and Objectives.

**Resource Allocation**

Resources are allocated to pupils according to their assessed need. Staffing is flexibly allocated to class groups with some individual pupils receiving additional support.

Some pupils have individualised equipment that enables them to access the curriculum and social environment of the school.

Further information is available in the Equalities Policy and Pupil Premium Policy.

**Access to a Broad and Balanced Curriculum**

Refer to the Teaching and Learning Policy, the Curriculum Policy and School website.

The Governing Body evaluate the success of the education which is provided at the school through:

* Termly reports are made by the Head Teacher to Governors
* Annual monitoring reports are presented to Governors at Autumn Governors meeting
* Feedback to Governors from School Improvement Partner
* SEF summary involving and presented to Governors
* Governors make frequent, regular focussed visits and report back to full Governor meetings each term

**Complaints Regarding the Provision Made for Pupils at the School**

Please refer to the Complaints Policy that outlines how parents can communicate difficulties, complaints and issues regarding their child’s educational provision. We encourage parents to discuss their concerns with a member of the class team and, if issues are not resolved, we advise further involvement of a member of the School Leadership Team.

**School Staffing Policies and Partnerships**

Staffing:

* On-going review of School’s staffing by Staffing Committee of the Governing Body
* The school has a School Leadership Team comprising the Head Teacher, Deputy Head Teachers, Assistant Head Teachers
* The school employs teachers, teaching and support assistants, Higher Level Teaching Assistants, Cover Supervisors, an IT/Site manager, an office manager, administrative assistants, caretakers and cleaners.

Links include:

* Association of National Teaching Schools (ANTS)
* National College for Teaching and Leadership - NPQSL/ML placements
* Northumbria, Durham, Sunderland Universities – ITT placements
* Newcastle College, Northumberland College, Tyne Met College- TA/Social Care placements
* NASHH
* Blyth Schools Partnership
* Northumberland Health Authority
* NSCB Education Reference Group
* Family Support Network Group
* Numerous associations with other local mainstream and special schools.

**Continuous Professional Development (CPD)**

CPD is available for all staff. Staff access training through a balance between the needs of the school (as expressed in the Whole School Targets) and an individual’s professional needs as well as emerging needs related to any changes in the pupil population. An annual consultation, including a gap analysis, informs School Leaders of the training needs of staff.

Staff have an essential ‘toolkit’ of training including: Child Protection and Safeguarding, basic First Aid, communication needs, teaching and learning strategies, assessment, managing behaviour and Sensory Integration.

Further training on hearing/visual impairment, diabetes and epilepsy management, administering medication and other specialist approaches are carried out with specific individuals or teams.

**Outside Links**

The school has links with a wide range of organisations including;

* A variety of sport/dance based coaches-for specialised PE sessions
* Dance City
* Blyth Leisure Centre - Swimming Coaching
* Blyth STEM Partnership
* Groundworks-horticultural/land-based activity providers
* Alnwick Garden - Roots and Shoots
* Forest Schools

**Parental Consultation and Involvement**

The school strives to create and maintain positive relationships with parents/carers by frequent and appropriate communication.

Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. In addition, we are happy to arrange meetings outside these times. Younger pupils ,and those with complex needs, share activities and learning between home and school using Tapestry.

**Links with other Services**

A number of professionals are linked to the school and support our work in various ways. These include:

* Speech and Language Therapists
* Music Therapy
* Educational Psychology Services
* Peripatetic advisors for VI, HI and MSI
* Bliss Mediation-Counselling
* Occupational Therapy Services
* Disabled Children’s Team / Children’s Services
* Health Services, including Dietician, Dental Services, CYPS, School Nurse

Practitioners, Diabetes and Epilepsy