



## Denver School Policy for Special Educational Needs incorporating SEN Information Report September 2020

### Aims

This report provides information on our policy for pupils with special educational needs as well as our information report.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)  
Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

*Information written in italics explains the school's response to COVID-19, with regard to SEN.*

### Legislation and Guidance

At Denver V C Primary we continue to follow the 2014 SEN Code of Practice to ensure the best outcomes for all children with special educational needs.

This policy and information report is based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

This report should also be read in conjunction with the Local Offer provided by Norfolk County Council. [Link to local offer](#)

### Definitions

The 2014 Code of Practice defines SEN as follows:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

A pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

If parents are concerned that their child may have a special education need, in the first instance it is always best to discuss these concerns with their class teacher. The SENCO will then be informed.

## **Roles and Responsibilities**

### **The SENCO**

The SENCO is Louise Jones, who is also the Headteacher.

They will:

- Work with the 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **The SEN Governor**

The SEN governor will:

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

## **The Headteacher**

The Headteacher will:

- 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 SEN policy

## **Catering for Children's Needs**

At Denver School we currently provide additional and/or different provision for a range of needs, including:

- Speech, language, communication and interaction needs
- ASD
- ADHD
- Social, emotional and mental health difficulties
- Physical needs
- Sensory needs

- Cognition and learning, including Specific Learning Difficulties such as Dyslexia and Dyspraxia

Some children may have a specific medical need, although this does not necessarily mean that they have SEN.

### **Identifying Children with SEN and Assessing their Needs**

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. They may not speak English very well or they may be worried about different things that distract them from learning. At Denver School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. A child may arrive in school with a particular need already identified or it may be identified in school.

We will assess each child'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 child is recorded as having SEN.

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 child 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.

*Our Recovery Curriculum plan outlines the school's response to helping children catch up after such a significant period of time out of school due to the pandemic. All children's progress will be monitored and gaps identified to inform future planning and*

*teaching. Staff will work closely with the SENCO to identify new needs and offer more target support where necessary.*

## **The Approach to Teaching Children with SEN**

We aim to provide high quality first teaching in every year group which is properly differentiated for the needs of all children and monitored by the Headteacher. This is the first step in responding to possible special educational needs. For those with recognised special educational needs the provision will be different from or additional to the normal classroom differentiation. This will involve the implementation of a support plan made in consultation with both the child and their parents/carers. Support plans follow the graduated approach: assess, plan, do and review. These children will be categorised as requiring SEN Support and will be placed on the school's SEN register.

We also provide the following interventions:

- FFT Wave 3
- Onset and Rime
- Rapid Phonics
- Precision Teaching
- Lego Therapy
- Social Stories
- Socially Speaking
- Sensory Circuits

The learning environment will be adapted for those children who need it and sometimes children may visit other parts of the school away from their own classroom to access outside learning or ICT equipment, for example. Teachers may also use a variety of strategies to adapt access to the curriculum. These include writing frames, visual timetables, i-pads, laptops, peer buddy systems and positive reward systems. Teaching assistants are deployed to support those children who require extra/different interventions.

*Due to control measures put in place because of the pandemic, children may not be able to visit other areas of the school as they would normally. We are, however, providing as much outside learning as possible for our children with SEN.*

## **Assessing and Reviewing Progress**

Once implemented, the plan for a child with SEN will be monitored, reviewed and revised in consultation with parents/carers. The review process will take place twice a year. Often this is successful in ensuring that the child is making appropriate progress, however if this is unsuccessful we will seek advice from relevant outside agencies and integrate more specialised interventions recommended to us. The child will be central to developing and understanding their plan, as appropriate for their age.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

## **Arrangements for Supporting Children Moving Through Phases of Education**

Denver is a small school and children generally make the move from Reception to Key Stage 1 and from Key Stage 1 to Key Stage 2 smoothly. We have 'move up' days where children visit their new classes for several sessions at the end of the term prior to transition. For those moving to secondary education, extra visits may be arranged according to the needs of the child. All children transferring to secondary school receive some form of appropriate transition before the end of the summer term in Year 6.

*Due to the pandemic, however, it was not possible for our transition arrangements to happen as they normally would. Children due to start in Reception in September 2020 were all offered a transition meeting during the second half of the summer term where they could come into school, meet the class teacher and see the class environment. A socially distanced New Intake meeting was also held outside before the summer break, with both parents and children invited.*

*Children in Reception, Y1 and Y6 were able to attend school from June, however we felt that it was vitally important for the wellbeing of all our remaining children that they had the opportunity to spend time back into school before the summer break. We therefore decided to end the term for YR, Y1 and Y6 on 17<sup>th</sup> July and invite children in Y2, Y3, Y4 and Y5 back into school for the last two days of term. Although the children were not able to have their normal transition arrangements for moving into a new class, this approach was very well received by children and parents, and gave these children the opportunity to re-connect with both staff and their friends.*

*Remote transition arrangements were established for the children transferring to secondary school.*

*Children with SEN were encouraged to attend school on a part-time basis in the summer term to ease anxiety about the transition into full-time learning again. Individual arrangements and risk assessments were made to meet the needs of our children.*

*Where necessary, some individual children with SEN were offered a phased return to school in September.*

## **Expertise and Training of Staff**

Teachers have experience of many different types of special educational needs and training is provided when appropriate and as resources allow. Teachers and Teaching Assistants are very committed to their own professional development and training over the last five years has included: emotional health and well-being; ASD; supporting children with diabetes; Catch Up Maths; Dyspraxia; Dyscalculia and Speech and Language in Verbal ASD children; Speech and Language Introductory course; Attachment and Trauma in Educational Settings; EPSS Conference focusing on Mental Health and Well-Being; National Award for SEN Coordination; Social Stories; Lego Therapy; Onset and Rime; NAP training; SENCO Survival Course; Supporting Successful Learning in the Primary School; Access Through Technology training; Dyslexia Outreach; and Rapid Phonics training

The SENCO regularly attends briefings from County and attends both SENCO Network and Cluster SENCO meetings. *Such meetings were suspended during the pandemic, although will take place virtually going forward.*

Specialist expertise is secured when necessary via the Local Authority or outside agencies e.g. EPSS, Dyslexia Outreach, Access Through Technology, CAMHS etc.

## **Evaluating the Effectiveness of our provision.**

Senior Leaders in school closely monitor outcomes for all children and for those with special educational needs. School data is scrutinised and areas for staff development are identified.

We evaluate the effectiveness of provision for children with SEN by:

- Reviewing pupils' individual progress
- Reviewing the impact of interventions

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for children with statements of SEN or EHC plans

We ensure that children with special educational needs have the same opportunities as other children and take their needs into account when planning school visits, clubs and special events. No child is ever excluded from taking part in these activities because of their SEN or disability.

### **Supporting Emotional and Social development**

We understand that in order to make good progress children need to be happy, secure and ready to learn and try to ensure that the ethos of the school supports this. Staff have been trained in aspects of emotional development and where children need help with areas of social or emotional development, TAs are allocated to support them and special interventions may be implemented. Three members of staff attended a conference in September 2015 dealing with Trauma, Loss and Attachment Difficulties in order to develop expertise in recognising unprocessed trauma in children and strategies for helping. In 2016 the SENCO attended 'Using EFT for Emotionally Disturbed Children'. In May 2019, a member of the teaching staff attending training to become the school's Mental Health Champion. In the spring term 2020, a member of the teaching staff attended the RSE Solution training to prepare for the implementation of the new RSHE curriculum. RSHE training was then cascaded to all teaching staff in September 2020. All children are taught regularly about tolerance, respecting difference and bullying through our RSHE curriculum and in whole school assemblies.

*We recognise that COVID-19 is likely to have a significant impact on the mental health and wellbeing of many children and addressing this is central to our Recovery Curriculum plan.*

*To prepare for the emotional and wellbeing needs of all children returning to school in September 2020, the RSHE coordinator participated in a DfE webinar on Mental Health and Discovery Education's webinars on supporting pupil wellbeing on the return to school, both in July 2020. Staff and parents were signposted to the Mentally Healthy School resources produced by the Anna Freud National Centre for Children and Families. The PSHE Association's guidelines cover how to deal with mental health issues as they arise.*

*As part of our Recovery Curriculum plan, children will receive dedicated time each week to explore issues around their mental health and wellbeing, and each class*

*will have a dedicated weekly wellbeing assembly. We have started a new weekly wellbeing gardening/Forest Schools group for those children who need extra support in this area. We have implemented the new RSHE curriculum across the school, which focusses on healthy relationships, and covers both physical and mental health within the health aspect. Each class has an established reflection area and 'Ask It Baskets' and 'Worry Away Boxes' have been introduced. Children will have trusted adults to whom they can discuss any concerns they might have.*

*We had arranged for ABC Reading Dogs to visit school on a weekly basis to work with some of our children, although this did not happen due to lockdown. Once safe to do so, this project is something we want to establish and fully engage with, to support both literacy and wellbeing.*

### **Working with outside Agencies to support children and their families.**

For some children we may want to seek advice from specialist teams. We have access to services provided by Norfolk County Council which are described in the Local Offer. We regularly work with speech therapists, occupational therapists and social care bodies. We buy into other support as required from the Educational Psychology Service or Specialist Resource Bases.

### **Contacts**

Parents who have a concern about their child or the school's provision for their special need should speak to the school's SENCO. Usually this will be sufficient in solving any problems. The school's complaints procedure is also available on the school's website.

The SENCO is Mrs Jones, who is also the Headteacher.

SEN Governor: Amanda Dawson

Chair of Governors: Amanda Dawson

Mental Health Champion: Mr. Sexton

Contact for the above-

Denver School Office: 01366 383272 or [office@denver.norfolk.sch.uk](mailto:office@denver.norfolk.sch.uk)

*If you would like to speak to a member of staff about any issue related to SEN, please contact the office on the above contact details to make an appointment.*

This policy and information report will be reviewed by the SENCO, Louise Jones, and updated regularly, at least annually.

Headteacher signature: \_\_\_\_\_

Chair of Governors signature: \_\_\_\_\_