

Danecourt School

SEND Policy



Danecourt School

VALUED, RESPECTED,
SAFE & SUCCESSFUL

Approved by: Cathryn Falconer

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Definition of Special Educational Needs:

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

- a) Has a significantly greater difficulty learning than the majority of others of the same age; or
- b) 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 school or mainstream post 16 institutions. *SEN Code of Practice (2014, p4)*

Definition of a Disability:

Many children and young people who have a SEN 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 many 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 (2014, p5)*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational needs provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language they use at home is different from the language in which they will be taught.

More details about the SEND Code of Practice can be found on the Department for Education’s website www.education.gov.uk/schools/pupilsupport/SEND

Danecourt School is a special school situated in Gillingham, Kent. The school caters for 153 pupils aged 4-11 years of age. Originally designated for children with moderate learning difficulties the school now caters for a wider breadth of need including children with severe learning difficulties, autism and social emotional mental health needs.

All children attending Danecourt have an Education Health and Care Plan. Pupils are referred to the school by Medway Special Education Department.

Danecourt School aims to provide all pupils with a “stimulating learning environment where every individual is valued, respected, safe and successful”. All pupils receive a personalised curriculum tailored to meet their individual needs. Highly trained staff maintain high expectations of what each individual pupil is able to achieve. As a result, pupils make good progress academically, emotionally and socially. Pupil achievement is hugely valued and celebrated in a manner that is meaningful and appropriate for each pupil.

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

- Daily contact books, class staff will share information with you and ensure you are as involved as possible in your child's progress
- Provide new pupils with information, photos of staff, social stories, timetable etc. to support transition into school
- Should you have any concerns about your child's progress we will be able to discuss this, and work with you to resolve them. The school has an open door policy and encourages parents to become as involved as possible.
- All pupils have personalised targets that will address barriers to learning as well maximise learning potential. Your child's progress is formally measured 3 times a year using a range of assessment tools.
- We will share the data on your child and their progress towards targets at parents' consultation evening and annual reviews. You will also receive a report in term 6.
- The ethos of high expectations is embedded in all that we do not just within curriculum targets. We believe in a focus on whole child development.
- As part of the assessment process extensive evidence of achievement is collated.
- Photographic records of achievement are kept for all pupils.
- Annual reviews are held to consider a pupils' EHCP and review their progress. Review meetings are official meetings and must be held each year to monitor each child's EHCP.
- Parents are able to come into school to meet with staff, a phone call to arrange a mutually convenient time is all that is required.
- Staff have regular phone contact with parents.
- At the beginning of each term an outline of the planning for the child's class is placed on the website to inform parents of how to support them to help with homework etc.

2. How accessible is the environment?

- The building is purpose built with level access. There are a full range of toilet, changing facilities and health care suites with hoisting equipment. The building is fully wheelchair accessible. The school is equipped with a Hearing Induction Loop and height adjustable sinks and tables.
- Provision is made within the school for the Hearing and Visual Impaired.
- Disabled parking bays are available for parents, carers and visitors directly in front of the school entrance.
- The multi-disciplinary approach to our work with pupils ensures that their all-round development needs are met
- Specialist facilities include:
 - Multi-Sensory Room
 - Rebound therapy room
 - Calming rooms
- The school makes the most of its green and outside spaces to provide a calm, welcoming and safe environment.

3. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- The EHCP will have identified the school as the most appropriate placement and set out the child's primary and additional needs.
- All children will have an annual review. This is to ensure that the school remains the most appropriate placement and the EHCP continues to identify all of the provision your child needs.
- A joint collaborative approach is what we want to foster and the primary source of information and insight into any child is their parents.
- We use a range of assessment tools to measure progress of each individual pupil. This ensures we have personalised information on your child's progress which we will share with you at regular points throughout the year.
- Close collaborative working with you, therapists and other practitioners such as specialist teachers and educational psychologists, ensures that we identify where any additional support may be of value to your child, and with your agreement referrals will be made.
- Timetables are accessible on the website. We invite you to discuss progress and future targets with us at Annual Review.
- Parents may approach the school themselves if they have concerns about their child. They will be invited to talk to class teachers and where appropriate senior staff who will discuss processes and procedures to them and explain about the school.
- The school has an informative website: <http://www.danecourtschool.com>

4. How will school staff support my child?

- The EHCP will outline your child's needs, recommend resources, teaching programmes and multi-agency involvement. The class teacher coordinates and oversees the implementation of the plan, setting targets and sharing these with you and all the staff who are working with your child.
- Through rigorous assessment of your child, working closely with all agencies and providing personalised programmes of study we will endeavour to ensure that we provide every support for your child.
- Through individual assessment, whole school assessment and on-going research we identify any changes in needs and additional provision that we need to develop for this.
- Danecourt offers small class sizes with a high ratio of staff to children. Pupils are supported by members of their class staff.
- In exceptional cases pupils with very complex needs may have one to one support specified within their EHCP's.
- The school has an open door policy and welcomes parents into school. No parent is asked to leave their child in school until they are happy and confident to do so.
- The school continually carries out a process of self-evaluation which includes lesson observations.
- The school governors visit regularly and ensure through continual monitoring and regular meetings that standards are maintained and improved.
- Ofsted inspections take place regularly. The schools most recent inspection was May 2018 when a grade of "Outstanding" was maintained.

5. How does Danecourt match the curriculum to its children's and young people's needs?

- Pupils' needs lead the curriculum that pupils follow. The curriculum is personalised

to their needs and their learning will be differentiated to enable them to make progress.

- The curriculum is themed to enable pupils to recognise and understand the links between learning in different subjects.
- Learning is focussed on being relevant, meaningful and fun.
- Technology is used, where appropriate to excite pupils about learning. The school has full Wi-Fi coverage, with Interactive televisions in all classes and access to a host of computers and tablets to meet all abilities and needs.
- Pupils are grouped according to their learning needs and learning styles. This ensures that they receive the greatest challenge and provides for an appropriate peer group. Where a pupil would benefit from joining a different group for a particular element of the curriculum this can be managed enabling personalised learning.
- The quality of teaching and learning, curriculum, lesson planning and progress are rigorously monitored by the Leadership Team.
- Pupils are continually assessed to ensure their needs are being met and are given the opportunity to make good or outstanding progress.
- All teaching staff have experience and expertise in the area of special educational needs.
- Teaching Assistants support pupils in all areas of the curriculum.
- Differentiation takes place throughout each class in school according to cognitive ability, sensory or physical needs. Staff may work in small groups or individually with pupils to maximise learning.
- The school follows the Early Years Foundation Stage guidance and the National Curriculum in a creative way and at a level that allows access for all pupils.
- The school offers a wide range of opportunities including swimming, soft play, sensory room activities, and out of school visits.
- Pupils have varying therapy needs. At Danecourt we work closely with our therapists to ensure that the pupils' all round development needs are met.

6. How does Danecourt evaluate its effectiveness and review Pupils' progress?

- We work hard, at Danecourt, to ensure that we are a highly reflective and analytical school, with a culture of continuous improvement, striving towards excellence. In order to help achieve this we set individual targets for every child which are monitored on a regular basis. These are based on the evidence of thorough assessment and, where required, advice from the Senior Leadership team and from other professionals.
- The Senior Leadership Team monitor the effectiveness of the quality of teaching. Information regarding how successful we have been in enabling all of our pupils to make progress is communicated to the pupils and their families, all staff and the Governing Body, as well as informing the School Improvement Plan. In addition, we have a robust internal meeting structure, reports and parents' evenings to discuss pupil progress, as well as Annual Review meetings.

7. How does Danecourt offer to support the overall well-being of its pupils?

- At Danecourt we have a very strong culture of mutual respect and respect for the wider school environment and have well developed systems in place to support pupils who are experiencing emotional and/or behavioural difficulties, whether it's on a temporary or longer term basis.
- We are committed to safeguarding and have robust systems and protocols in place to monitor the well-being of each pupil. All staff have received safeguarding training

and are fully aware of procedures. This includes a focus on child protection with regular updates as a matter of course and rigorous reporting and recording including a high awareness of the requirement of Whistle Blowing. We will ask parents and carers for any reasons they may know of with regard to any bumps and scrapes in the same that we would happily provide this information along with collaboration into investigating any changes in presentation.

- Health and Safety is closely monitored with Risk Assessments undertaken for any and all potentially hazardous activities. The need for Risk Assessments is also built into all curriculum policies and the daily running of the school including off-site activities.
- We are committed to multi-agency working to ensure that the needs of the whole child are met.
- The school collaborates with CAMHS (Child and Adolescents Mental Health Service).
- Pupil voice is encouraged in all areas of the school through regular meetings of the student council.
- Pupils, where appropriate, contribute to the annual review of their EHCP through a person centred review process. Where possible pupils know their targets and can describe their next steps of learning to achieve those targets.
- Classes are small and the staff to pupil ratio is high, staff therefore know individual pupils very well, they build strong working relationships with pupils.
- We work closely with parents as this is the best way to support the pupils and understand how best to meet their over-all well-being.
- Where appropriate, individual behaviour plans are in place for pupils requiring them.
- Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member.
- Built into all that we do is the ethos of working with parents as this is the best way to support the pupil and understand how best to meet their overall wellbeing.
- Classes are small and staff and pupil ratios are high which means that staff become very familiar with all of the pupils needs and are able to offer support as required.
- Pupils have a caring and positive attitude towards each other encouraged and fostered by the positive example set by staff.
- The school caters for pupils with a range of medical needs. All pupils with medical needs have a comprehensive Individual Healthcare Plan which outlines individual protocols regarding medical needs. It also identifies emergency procedures to be followed, where appropriate. Staff have the appropriate training which enables them to administer any medication. Staff are familiar with each protocol for the pupils with whom they work.
- Safeguarding procedures at Danecourt are followed to a high level as the school acknowledges the increased vulnerability of pupils with special educational needs.
- All staff have safeguarding training and are fully aware of procedures.
- Behaviour at the school is very good.

8. What expertise is Danecourt able to offer?

- All of our educational staff have had specialist training and development.
- Both teachers and support staff have a programme of training which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs.
- All staff receive training in safeguarding, first aid and moving and handling. Some staff have specialist medical training in the administration of medicine including emergency medication.

- We liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs including social workers, respite providers, therapists, medical staff etc.
- The school works in a multi-disciplinary way to support pupils all round needs.
- Therapists work within classes and in their own specialist areas. In addition to one to one therapy, programmes are undertaken by class staff under the direction of the NHS therapists.

9. What training have the staff supporting children and young people with SEND had or are having?

- All of our staff have a thorough induction followed by ongoing specialist training and development opportunities throughout the year, both formally and informally.
- Both teachers and support staff have a programme of training (including 5 INSET days) which keeps them up to date with all of the specialist skills necessary for working with children with special educational needs.

10. Who can I contact for further information?

- For parents the first point of contact is your child's class teacher. You can contact them via the website, email or telephone.
- If you need more general information about the school contact the school office who can put you in contact with the most appropriate person to answer your question / offer support.
- The Head of School is Cathryn Falconer and can be contacted on 01634 232589
- The Chair of Governors is Pam Jones OBE and can also be contacted via the school.
- The schools website is www.danecourtschool.com
- The schools email is office@danecourt.bptrust.org
- Medway SENDIAS Service offers:
 - Free impartial and confidential information, advice and support in relation to education, health and social care.
 - support to express your views, wishes and feelings.
 - support at meetings with schools and the local authority.
 - Help to complete SEND related paperwork.
 - Signposting to other support services.

Telephone number – 01634 566303

11. What should I do if I have a complaint?

- We encourage parents/carers to discuss their concerns with their class teacher or a member of the Senior Leadership Team as soon as the concern is raised and before a formal complaint is made. It is important to us that complaints are dealt with swiftly and efficiently.
- Please refer to the schools Complaints Procedure for clarification.