



Danesfield School Special Educational Needs and Disability Annual Report 2021-22

At Danesfield we aim to provide an inclusive education in which **all** children are encouraged to reach out to fulfil their full potential. Quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximize progress.

The school's Special Educational Needs and Disability (SEND) Policy can be found at:

<https://www.danesfieldschool.co.uk/682/special-educational-needs-1>

The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.

1. Types of SEND Provision at Danesfield School

- Quality First Teaching
- 1:1 or small group in-class support
- Specific interventions tailored to individual needs (1:1 or in small groups) led by either teachers, learning support assistants, specialist teachers or other outside agencies
- Adaptations to the learning environment
- Access arrangements for exams (when a specialist report identifies a need)
- For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

2. Ways Used to Identify Children as Having Special Educational Needs or Disability

- Investigations following concerns raised by a teacher or parent/carer
- Limited or inconsistent progress identified through routine assessments and on entry
- Limited or inconsistent progress identified through tracking data
- Assessments from other professionals e.g. doctor, educational psychologist, occupational therapist etc.
- Information passed on by a previous school prior to transfer

3. Monitoring Provision

- In the Early Years Foundation Stage, there is continuous on-going assessment of **all** children on a daily basis. This feeds into final judgments made at the end of the year against the Early Learning Goals.
- In Key Stages 1 and 2, Primary Wise, containing termly data, is used to identify progress patterns over time on an individual, group and cohort basis.
- Provision maps identify children who are not on target and children who have specific needs, so that intervention can be tailored specifically.

- Support plans are reviewed termly. They identify short-term targets which can be measured against pre- and post-support assessments, to analyse the effectiveness of an intervention or teaching strategy.
- Lessons and interventions are routinely observed to ensure the curriculum is differentiated appropriately to support all learners.
- The governor for SEND meets regularly with the Special Educational Needs and Disability Coordinator (SENDCo) to discuss provision and the general progress of SEND children.

4. Approach to Teaching and Learning

- We support the inclusion of children with SEND through a broad, balanced and differentiated curriculum.
- LSAs support differentiation and specific interventions by working with individuals and small groups on specified tasks; and, for short periods, by working with the majority of the class, while the teacher focuses on individuals or small groups.
- Children are involved in the assessment of their individual targets, given as next steps in the teacher's marking which children respond to, relevant to the child's age and stage of development.
- For the majority of children with an Education, Health and Care Plan (EHCP), a Multi Agency Provision Plan (MAPP) meeting will take place each term at which any previous MAPP will be reviewed and a new one drawn up, through consultation with all relevant professionals.
- Risk and access assessments are carried out and the school will put in place reasonable adjustments and procedures to enable all pupils to participate in all activities, including school trips.
- Teaching staff are given training on strategies to use in the classroom with pupils who have particular needs and as a Microsoft Training Academy and an EdTech Demonstrator School, we utilise the use of ICT to support children with SEND.
- Emotional and social development is supported through the Social, Moral, Spiritual and Cultural (SMSC) curriculum. Where more targeted support is needed, it is delivered on a personalised basis, and may also involve following advice from outside agencies. For any issues relating to this, our Pastoral Support Worker, Maggie Dennis, can be contacted on: pastoralsupport@danefieldschool.co.uk.

5. Facilities

- The school buildings are on a number of different levels, but, as a lift and several ramps have been fitted, the entrance foyer, hall, dining room, the two main playgrounds and majority of classrooms are wheelchair accessible.
- There are two disabled toilet facilities, in different locations.
- White lines have been painted on identified areas to aid access for those with a visual impairment.
- There is a disabled parking space in the staff car park and the parents' car park.
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them.

6. Staff Training to Support Children with SEND

- All teaching staff have regular and continuous training on how to support pupils with individual needs from the SENDCO, specialists or external training courses.
- At times, specialist training and advice for teachers and LSAs is accessed through the Specialist Teaching Services, Cognition and Learning and other outside agencies to support specific individual needs.

7. Arrangements for Consultation

- If parents have a concern, they should contact the class teacher in the first instance, who will liaise with the SENDCO as appropriate.
- If parents wish to speak to the SENDCO, this can be arranged through the school office or by emailing kbarrett@danefieldschool.co.uk.
- Parents of all pupils are invited to termly parent and teacher meetings to discuss progress.
- Each child identified as having a special educational need will have a Support Plan which will be regularly reviewed and discussed with both the child and their parent(s).
- All pupils, and their parents, are welcome to express their views about provision made for them at any point during the year. Their views will be taken into account when decisions are made.
- For children with an Education, Health and Care Plan (EHCP), the Annual Review (AR) is an important part of the consultation process. All relevant professionals who work with the child, plus parents, are invited. The child is also asked to discuss and record their views immediately prior to the AR and these are shared at the meeting. If age appropriate, the child will also attend part of the AR in person. This is to help facilitate a multi-professional approach to supporting children, in which their views, and those of their parents, are listened to and taken into account.

8. The School's Partnerships

As and when the need arises, the school involves other bodies to help meet the needs of pupils with SEND and their families. These include:

- The Specialist Teaching Services to support pupils with Autistic Spectrum Disorder, Down's Syndrome, Hearing Impairment, Visual Impairment, etc.
- Educational Psychology
- Cognition and Learning
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Team
- Pupil Referral Unit (PRU)
- Bucks Family Resilience Service
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Education and Welfare Officers
- Nursery and Secondary School Liaison
- Bucks SEND team

Parents are informed of the contact details of support services or educational providers through 1:1 discussions as appropriate.

9. Transferring to a Different Education Provider

Whenever any child transfers in or out of our school:

- We use our best endeavours to ensure all relevant information is passed between schools as quickly as possible.
- When needed, staff from the previous or following provider are contacted so that key information can be shared.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided through our Children's Services Co-ordinator.

10. Admissions policy for Children with Special Educational Needs

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. Children with EHCPs that name Danesfield School as the school to which the child should be admitted, will not be refused admission where there is sufficient capacity.

11. Accessibility

Danesfield School site is on a number of different levels, but, with the aid of a lift and several ramps, most of it is accessible to wheel chair users. Currently, two upstairs classrooms (generally used by Year 5) are exceptions to this. There is a disabled toilet in two different locations; and a disabled parking space in the staff car park and the parents' car park. To aid access for those with a visual impairment, white lines have been painted on identified areas. Classroom resources and/or teaching strategies are suitably adapted by teachers and LSAs for children with a visual or hearing impairment.

In line with the Accessibility Policy, Danesfield School is committed to improving accessibility, over time and whenever viable, to accommodate children, staff and parents with disabilities. The removal of barriers to learning is part of everyday planning and development.

Personal Emergency Evacuation Plans (PEEPS) are drawn up for children with a physical disability and those who would require individual help during an emergency due to a developmental delay.

The accessibility policy can be found at:

<http://www.danesfieldschool.com/InfoPolicies/OtherPolicies.aspx>

12. Key Contacts

SENDCO	Mrs K Barrett	Email: kbarrett@danefieldschool.co.uk Tel: 01628 483031
Headteacher	Mrs S Morgan	Email: sdawkins@danefieldschool.co.uk Tel: 01628 483031
Governor with responsibility for SEND	Mrs K Armstrong	Email: kate.armstrong.personal@gmail.com
Pastoral Lead	Mrs Maggie Dennis	Email: pastoralsupport@danefieldschool.co.uk

The school's complaints policy can be found at:

<https://www.danesfieldschool.co.uk/596/policies>

The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at www.bucksfamilyinfo.org/localoffer . If you wish to contact Buckingham County Council about the Local Offer you can call 0845 688 4944 or email familyinfo@buckscc.gov.uk .