



## Danesfield School Special Educational Needs and Disability (SEND) Policy

Issue date	September 2021
To be reviewed by	SENDCo, SLT and SEND Governor(s)
Review frequency	Annually
Approved by	Full Governing Body

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice: 0 to 25 years (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- National Curriculum in England Key Stage 1 and 2 Framework document (July 2014)
- Danesfield Accessibility Plan
- Teachers' Standards 2013
- NASEN: Updating SEN Policy for Schools (2014)

### **Section 1 – Introduction**

At Danesfield we aim to provide an inclusive education in which ***all*** children are nurtured to achieve their full potential. Quality First Teaching is an essential element to this, along with the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximise progress. The progress of ***every*** child is important to us and we will endeavor to use different learning styles and approaches to meet the needs of each individual. We strive to create responsible citizens who are independent and confident life-long learners equipped to meet the challenges of a changing future.

### **Section 2 – Aim**

The aim of the Danesfield SEND policy is to ensure all children are fully included in the life of the school and aspire to reach their full potential; as barriers to learning are readily identified and minimized.

Objectives to achieve this aim:

- Work within the guidance provided in the SEND Code of Practice 0 - 25 Years (June 2014).
- Operate a 'whole pupil', 'whole school' approach in the provision for all children.
- Ensure all children have equal opportunity to participate in the full curriculum and wider life of the school; and have their successes equally celebrated.
- Ensure Quality First Teaching, with appropriate differentiation, is a priority in all classes.
- Identify any barriers to learning as early as possible and take appropriate action quickly.

- Provide appropriate support, advice and training for all staff working with pupils with SEND.
- Work collaboratively as a team, taking all views into account, including those of the child, parents, teachers, Learning Support Assistants (LSAs) and any other professionals involved e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Cognition and Learning team, specialist teacher, doctor, social worker etc.

### **Section 3: Identifying Special Educational Needs and Disability**

#### **Definition of Special Educational Needs and Disability**

A child has a special educational need if they have a learning difficulty or disability which requires provision that is '*additional to*' or '*different from*' the normal adaptations made as part of Quality First Teaching. A child has a learning difficulty or disability if they have *significantly* greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age. Under the Equality Act 2010 a disability is 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEND, however schools have a duty in law to make 'reasonable adjustments' to prevent these children being put at a substantial disadvantage against their peers. When a disabled child requires special educational provision, they are also covered by the SEND definition.

#### **Identifying SEND**

All pupils at Danesfield are regularly assessed both formally and informally; and progress is tracked on Primary Wise. This seeks to identify pupils making less than expected progress given their age and individual circumstances. Based on national expectations, this can be characterised by:

- progress that does not match or better the child's previous rate of progress;
- significantly slower progress than peers who started from the same baseline;
- a failure to close the attainment gap between the child and their peers;
- a widening of the attainment gap between the child and their peers.

The SEND Code of Practice advocates early diagnosis and action to remove barriers to learning. However, difficulties can become evident as the child develops. Whenever a concern is raised, monitoring will begin quickly, so that appropriate action can be planned. As the Code suggests, pupils will only be identified as having SEN, if they do not make sufficient progress (compared to national expectations) over a period of time, once they have had high quality teaching and intervention/adjustments.

#### **Types of Learning Difficulty**

The SEND Code of Practice: 0-25 Years (July 2014) identifies four main areas of need. Children may have needs which fall into one or more categories, and these may or may not be inter-related.

##### **1. Communication and Interaction**

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD)

##### **2. Cognition and Learning**

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

##### **3. Social, Emotional and Mental Health Issues**

- Anxiety/depression/self-harming/substance misuse/eating disorders
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder (AD)

#### 4. Sensory and/or Physical Needs

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Other physical disability

The purpose of identifying what type of SEND a child has is to help the school, and other professionals, decide what action needs to be taken to provide appropriate support for that child. Disruptive or withdrawn behaviours may be a result of a SEND, but not necessarily so. Any concerns relating to a child's behaviour will be explored to find the underlying cause, so that appropriate action can be taken to properly support the child. At Danesfield, when planning support, we will always consider the needs of the *whole* child, not just their SEND in isolation.

It is also important to remember that there are other factors which may impact on progress and attainment, but are not a SEND by definition. These include:

- Attendance and punctuality
- Health and welfare
- English being an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a child in Care
- Being the child of a serviceman/woman

#### **Section 4: Managing Pupil Needs on the SEN list**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. At Danesfield School, the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes providing training to improve teachers' understanding of strategies to identify and support vulnerable pupils; and their knowledge of the most recent developments in SEND. Similarly, training is provided for LSAs and interventions are put into place to meet a child's individual needs. These are monitored regularly by SLT to ensure high quality.

#### **SEN Support Plans**

If a pupil is identified as having SEND, a SEND Support Plan is put in place to document and facilitate the effective implementation of special educational provision, which focuses on the removal of barriers to learning. In line with the Code of Practice, Support Plans are reviewed at least three times a year. They are shared with the child and their parents; and may be amended following consultation. Support takes the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited and refined, with a growing understanding of the pupil's needs and what works well for them. This is known as the '**graduated approach**'.

#### **Assess**

In identifying a child as needing SEND support, the class teacher and the SENDCo, will carry out a clear analysis of the pupil's needs. This will be based on routine formal and informal teacher assessment, teachers' experience of the pupil, previous progress and attainment, the views and experience of parents, the pupil's own views, and, if relevant, advice from external support services.

#### **Plan**

If it is decided that SEND provision is necessary, the pupil will be formally recorded on the SEND list and a SEND Support Plan will be drawn up, based on the assessments and views of all those cited above. The Support Plan will clearly state the teaching strategies, interventions and/or adjustments which will be put in place, alongside the desired outcomes for the child. This will be shared with the parents and child, as well as, all teaching, specialist and support staff involved.

## **Do**

The plan is put into action. Where the interventions or support strategies involve group or one-to-one teaching away from the main class, LSAs will keep detailed records of small steps of progress. However, the class teacher will retain responsibility for the pupil; working closely with any LSAs or specialist staff, to ensure support and interventions are carried out effectively and linked to classroom teaching. In addition to this, interventions will be monitored by the SENDCO or SLT. It is also expected that, where appropriate, parents will become involved in reinforcing and/or contributing to progress towards the stated outcomes at home.

## **Review**

The effectiveness of the support strategies and/or interventions are measured against the desired outcomes set at the planning stage and documented in the Support Plan. This is shared with the child and parents. It then feeds back into an analysis of the pupil's current needs and so a new cycle of "assess, plan, do, review" begins. Specialist staff may be involved at any stage and this will depend on individual circumstances. The school can ask for general advice from external agencies on dealing with specific difficulties, or an in-depth individual assessment, if tried strategies have not been successful. The professional involved will then advise the school on how best to help the child and decide on the level of involvement required by them. Parents will always be consulted before specialists from outside the school become involved in working directly with their child and consent will be obtained.

## **Education, Health and Care Plans**

Under the new SEND Code of Practice, from September 2014, Statements of SEND have been replaced with Education, Health and Care Plans (EHCPs). An EHCP is issued in a very small number of cases. The LA may be requested to make a statutory assessment of a child whose high level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs. Assessments are a lengthy and intensive process requiring detailed information and evidence from all the involved parties (parents, teachers and other external specialists) gathered over a period of time. Once all the evidence is gathered and presented, a decision as to whether to an assessment for an EHCP will take place will be given within 6 weeks; and if so, is produced by the LA in no more than 20 weeks. An EHCP is specific to particular need(s) and designed to meet clearly defined objectives or 'desired outcomes' for the child. The LA provides additional resources to help reach these objectives/desired outcomes. EHCPs are formally reviewed annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher, any LSAs working with the child and the SENDCO. Most children with an EHCP will also have a Multi-Agency Provision Plan (MAPP) to set and monitor short-term targets/desired outcomes. These are drawn up at Multi-Agency Provision Plan meetings by all those involved in working with the child and are regularly reviewed. They are shared and discussed with parents/carers and the child, whose views are valued and taken into account.

## **Application for Higher Needs Block Funding**

If the school feels it is unable to fully meet the special educational need of a pupil through its own provision arrangements, yet the child does not meet the criteria for an EHCP, an application can be made to the LA for Higher Needs Block Funding. This is short-term additional funding for up to two terms to provide additional support. The school must demonstrate that the pupil requires more than 13.5 hours of additional support per week.

## **In class support**

All pupils identified as having SEND are integrated, treated equally and given access to an appropriate curriculum. Within lessons, it is the class teacher's responsibility to differentiate learning. Pupils with EHCPs are supported in class according to the requirements of their EHCP. Any additional adult support provided for by the EHCP, or otherwise, is carefully managed to ensure it is effective, but not

unduly intrusive, so that the child is included within the class as much as possible and develops skills of independence as appropriate.

### **Interventions**

We use a variety of interventions for children who require specific SEND Support and these are delivered to small groups or 1:1 by a teacher, HLTA or LSA. These programmes may also be used for children not identified as having SEN, who are not meeting their targets or the expectations of the curriculum. Interventions may be delivered in class or by withdrawing the child for short periods of time. When withdrawal is necessary, times are planned carefully to minimise the impact of what is being missed, as far as is possible. Similarly, outside agencies may recommend and monitor the use of specific intervention programmes for the children they work with. These may be delivered by the class teacher, an LSA, the specialist themselves or, most usually, a combination of these.

### **Involvement of External Specialists**

Danesfield, like other LA schools, has access to a number of external professionals including Speech and Language Therapists, CAMHS Advice Service and Occupational Therapists. The referral process varies according to agency; however, the SENDCO, teachers, LSAs and parents will provide evidence to support these referrals. The services of the Cognition and Learning Specialist Teaching Team and Educational Psychologists have to be purchased by the school through a 'buy-back' scheme. This service is able to provide assessments and advice for children with significant needs. As well as the requirement for substantial evidence to be provided, children will only normally be considered for support by Cognition and Learning if they are *at least* two year behind their peers (nationally).

In some cases, parents choose to have their children assessed privately for learning difficulties. Whilst the school welcomes advice from external professionals, it should not be assumed that having such an assessment will automatically entitle a child to additional provision. It must be remembered that the needs of many children are best supported through Quality First Teaching and appropriate differentiation.

### **Use of ICT to support SEN**

If a child has a specific need, a Specialist Service will recommend and provide (through the LA) an electronic device, such as a laptop or tablet, to increase a child's access to the curriculum. In this case, teachers and LSAs are trained by the service to support the child in their use. Other Specialist Services may recommend the use of an electronic device, but not provide it. Danesfield has no specific funds for this however and will support children to the best of our ability, within financial perimeters. We fully encourage the use of ICT to support our pupils with SEND and being a Microsoft Training Academy and an EdTech Demonstrator School, we utilize the latest developments in technology to ensure that we meet the needs of our pupils.

### **School Trips and Other Activities Outside the Classroom**

Danesfield offers a wide range of trips and extra-curricular activities. We aim to support all pupils to enable them to attend school trips/visits and to take a full part in activities organised beyond the classroom. A risk assessment is completed for each trip, which includes the needs of individual pupils when relevant. If the teacher is concerned about a pupil's safety or ability to take part, a member of the SLT will be consulted, who may also liaise with the SENDCO and parents. If the school decides a trip is unsuitable for any child, a more suitable alternative will be considered. The safety of all pupils will remain the priority and all reasonable adjustments will be made to support every child.

### **In the Event of a Lockdown**

In the event of a prolonged school closure, we will provide continuous online support for our children with SEND. They will be set work via Teams and we will offer additional support through intervention calls with TAs/SENDCO. Calls will be made to parents to ensure that they have all the resources

necessary to support their child at home and the child's social and emotional well-being will be paramount.

### **Section 5: Criteria for Exiting the SEN list**

As a pupil starts to close the attainment gap, support will be gradually reduced. If it is clear that the pupil is now able to make adequate progress without provision that is *additional to or different from* that which is part of normal Quality First Teaching, the pupil will be removed from the SEND list. Their progress will, however, continue to be carefully monitored and reviewed regularly.

### **Section 6: Supporting Pupils and Families**

All Local Authorities are required to publish information about services available in their area for children and young people (birth to 25 years) who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services. It is designed to improve choice and transparency for families. The Buckinghamshire Local Offer can be found at: [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer). All mainstream schools are required by law to produce a SEN Information Report on an annual basis. Danesfield's SEN Annual Report can be found on our website at: [www.danesfieldschool.bucks.sch.uk/AboutUs/SEN.aspx](http://www.danesfieldschool.bucks.sch.uk/AboutUs/SEN.aspx)

Buckinghamshire SEND Information, Advice and Support (SEND IAS) Services (formally Parent Partnership) provides impartial information, advice and support to parents and carers of children with SEND. Further information about this service can be found at: [www.buckscc.gov.uk/bcc/parent\\_partnership/parent\\_partnership.page](http://www.buckscc.gov.uk/bcc/parent_partnership/parent_partnership.page)

### **Children with SEND of Service Personnel**

The Children's Education Advisory Service (CEAS) within the Ministry of Defence provides advice to Service parents, educational establishments and local authorities on educational issues relating to Service children, including issues relating to SEN. We aim to minimise any difficulties which may arise for children as a result of their Serving parent(s) employment. These may include difficulties associated with service induced mobility and/or the deployment of a family member to an operational area. Strategies employed include:

- facilitating the efficient and timely transfer of information between schools in the UK and overseas;
- providing support for children from our Service Children's Support Coordinator (SCSC) at appropriate times;
- ensuring that access to appropriate assessments, interventions and provision is determined by the nature, severity and complexity of the child's need and not related to the amount of time they have been, or have left, at Danesfield;
- using funds received through Service Pupils' Premium to improve overall approaches to meeting the SEN of Service children, including the employment of a SCSC and Higher Level Teaching Assistant (HLTA);
- explicitly considering any Service-related issues at reviews.

### **Admission Arrangements**

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. If, however, a child has an EHCP, parents have the right to specify Danesfield School if, after investigation, they feel it is the school most suitable to meet their child's needs, even if they are outside the reserved area for Danesfield School.

### **Access arrangements for exams**

When a pupil with SEND reaches Year 6, they may be assessed for extra support in their End of Key Stage SATs examinations. Examples of support could be a reader, extra time, movement breaks, modified scripts and/or a scribe. Applications for access arrangements have to be submitted to the Department for Education. The support a pupil is entitled to receive is usually dependent upon their scores in specified tests, alongside a history of their need. (Children with an EHCP, or who use the braille or modified large print (MLP) versions of the tests, will automatically qualify for extra time.) If a pupil requires arrangements to be made, they will often need to be examined in a separate room from the other candidates.

### **Grammar Schools and Transfer Tests**

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. The whole process of application must be completed before the end of the summer term immediately preceding the tests being taken. LA guidance on this can be found at:

<http://www.buckscc.gov.uk/media/1926258/eqa-guidance-2015-entry.pdf>

As the secondary Transfer Tests are not compulsory, parents, together with the Headteacher, should consider whether a child's specific Special Educational Needs would make him/her suitable to be placed in a grammar school; and hence whether it would be appropriate for that child to take part in the secondary transfer testing process.

### **Links with Other Schools**

Good links exist between Danesfield and its feeder nursery schools. Reception teachers visit local nurseries during the summer term to meet children who will transfer to the school in September. When possible, the SENDCo will also visit the nursery of children who have an EHCP, to meet the child and discuss their needs with nursery staff. Danesfield welcomes representatives from the secondary schools to which Year 6 pupils are transferring, to meet the children and their Year 6 teachers. They will discuss pupils' achievements and needs, including those with SEND and those who may find transition to secondary school a cause of anxiety. It is standard practice that all SEND records and other relevant documents are passed on to pupils' new schools before September. For children with an EHCP, transition arrangements are agreed at the pupil's Year 5 Annual Review.

## **Section 7: Supporting Pupils at School with Medical Conditions**

Danesfield recognises that pupils at school with medical conditions should be supported, so that they can fully access their education, including school trips and physical education. For children with medical conditions *and* SEND, the SEND Code of Practice (2014) will be followed. For children with medical conditions *and* a disability, the school will also comply with its duties under the Equality Act 2010. All pupils with an additional medical need will have a Health Care Plan drawn up in consultation with parents/carers and, if appropriate, health professionals; to ensure appropriate support is in place. Where intimate care is needed with regards to a child with Special Educational Needs, a specific care plan will be created and two members of staff will be fully trained to administer the care at all times. This is shared with all staff who are involved with the pupil. For details on administering medicines in school, please refer to our 'Medicines in School Policy'. This can be found on the school website, at: [www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx](http://www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx)

## **Section 8: Monitoring and Evaluation of SEND**

SEND provision is evaluated on an ongoing basis and adjusted as required. This is done by:

- classroom planning and practice being monitored by the SLT, SENDCo and subject coordinators;
- analysing pupil tracking data;
- Provision mapping

- reviewing the achievement, or otherwise, of long and short term outcomes set for individual pupils;
- meetings with parents, staff and other professionals;
- regularly updating the SEN development plan;
- termly monitoring of procedures and practice by the SEND governors;
- annual school self-evaluation process;
- Local Authority visits, training and meetings;
- feedback from inspections

## **Section 9: Training and Resources**

Teachers at Danesfield School have a range of experience in supporting children with different needs. They are supported by LSAs and HLTAs who also have expertise in a range of areas. In order to maintain and develop the quality of teaching and provision for children with SEND, all staff are encouraged to undertake relevant training and development. This is identified through the monitoring and evaluation described above. When a wide-ranging training need is identified, in-school training, which can be attended by multiple staff members, is organised. Danesfield has close links with other specialists who work with children in the school. It actively seeks to encourage a multi-professional approach to planning and supporting children, which facilitates the sharing of knowledge and expertise. The school's SENDCo regularly attends the LAs SENDCo network meetings and training opportunities, in order to keep up to date with local and national initiatives. The school endeavours to provide appropriate resources for all its children, but due to the financial budget means needs have to be carefully prioritised.

## **Section 10: Roles and Responsibilities**

### **The Governing Body is responsible for:**

- appointing a member of the governing body or sub-committee with specific oversight of the school arrangements for SEND and disability;
- ensuring that there is a qualified teacher designated as SENDCo for the school;
- taking account of pupils with SEND when planning all matters for the school as a whole;
- working with the head teacher and SENDCo to determine the school's general policy and approach to provision for children with SEND, and ensuring that appropriate staffing and funding arrangements are put in place;
- ensuring that the procedures for monitoring all children are consistently applied, to ensure early identification of SEN and the provision of support for children who require it;
- ensuring that information is published, and updated annually, on the school website, about the implementation of school policy for pupils with SEND.

### **The School Leadership Team is responsible for:**

- Regularly reviewing how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- The quality of teaching and support for pupils with SEND, and the progress made by pupils.
- Identifying any patterns in the identification of SEND both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Ensuring the deployment of teaching staff, LSAs and the HTLA is appropriate to meet the needs of children with SEND.

### **The SENDCo is responsible for:**

- working with teachers to ensure the day-to-day implementation of the SEND policy;
- liaising with and advising teachers and support staff;
- overseeing the records of all children with special educational needs;

- liaising with parents of children with special educational needs;
- arranging relevant specialist training for teaching and support staff, and ensuring information is disseminated as appropriate;
- liaising with LA specialist agencies to arrange assessments, advice and support programs, and ensuring that they are appropriately implemented;
- attending appropriate training and local liaison meetings to support the role, and disseminating relevant knowledge to staff;
- liaising with the SLT about support needs within year groups, to aid the appropriate deployment of LSAs;
- ensuring individual provision and progress is appropriately monitored and used to guide future planning;
- monitoring provision and progress across the school, and using it to inform the SEND development plan;
- ensuring there are appropriate resources for children with SEND and that they are properly used;
- working closely with the nominated SEND Governor;

#### **Class Teachers are responsible for:**

- the progress of all pupils in their class, including those with SEND;
- including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for children with SEND;
- liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom:
- monitoring and tracking all pupils' progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- feeding back to parents how a child is progressing towards their SEND learning outcomes;
- ensuring that lunchtime supervisors and any other additional teachers (eg. supply teachers, visiting specialist music/sports etc. teachers) are given necessary information relating to the supervision of pupils with SEND, including possible behaviour management tactics;
- the day to day operation and management of interventions for children with SEND in their class/year group.

#### **Learning Support Assistants are responsible for:**

- supporting pupils' individual needs, as directed;
- helping with the inclusion of pupils with SEND within the class;
- implementing and managing the differentiated programs prepared by the teachers/SENDCo;
- monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies;
- ensuring that learning support aids and programmes provided are utilised appropriately;
- contributing to reviewing and planning for children with SEND, including SEN Support Plans, MAPP meetings and Annual Reviews.

#### **Other Related Responsibilities**

The members of staff with specific safeguarding responsibility are Mrs S Morgan, Mrs V Willmot, Mrs J Hickey and Mr R Colley.

The governor with specific safeguarding responsibility is Mrs M Stone.

The member of staff for managing the school's responsibility for meeting the medical needs of pupils is Mrs S Morgan.

## **Section 11: Storing and Managing Information**

Any records about children's SEND are stored in the SENDCo's office, which is locked at night. Records in electronic form are stored on Microsoft Teams, in secure Teams. The SENDCo is responsible for managing the storage of this information. Information is treated sensitively and only shared with relevant personnel in line with the regulations of the GDPR. The school registers annually with the Information Commissioners Office (ICO) regarding data protection. The school's data protection policy is reviewed by the full governing body every two years.

## **Section 12: Reviewing the Policy**

This policy has been written in line with the 2014 Special Educational Needs and Disabilities Code of Practice: 0-25 Years. It will be reviewed annually by the SENDCo and SLT, and approved by the governors.

## **Section 13: 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) is the exception 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, yellow lines have been painted on identified areas. As far as possible, 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:

[www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx](http://www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx)

## **Section 14: Dealing with Complaints**

It is in everybody's best interest to try to resolve concerns informally without involving formal complaints procedures. Therefore, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the matter is not resolved through discussion with the class teacher, the parent should arrange an appointment with the SENDCo. If, after this, the situation is not resolved, they should arrange to discuss their concerns with the Headteacher. The vast majority of concerns are resolved during the above process, but if the parent remains dissatisfied and wishes to take the matter further, then they should refer to the school's Complaints and Resolutions Procedure. This can be found at:

<http://www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx>

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process. The Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service (formerly Parent Partnership) may be able to help with this. Information on this service and details of how to contact them can be found at:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?record=FT8eL4fHa8>

## **Section 15: Bullying**

Danesfield has a clear anti-bullying policy which:

- promotes respect and tolerance for each other and the school;
- helps pupils towards an understanding of what is right and wrong;
- supports everyone in forming good relationships with adults and peers.

The full anti-bullying policy can be found at

<http://www.danesfieldschool.bucks.sch.uk/AboutUs/Policies.aspx> .

## **Section 16: Additional Information**

### **Key Contacts:**

SENDCo	Mrs Kate Barrett	Email: <a href="mailto:kbarrett@danefieldschool.co.uk">kbarrett@danefieldschool.co.uk</a> Tel: 01628 483031
Headteacher	Mrs Sarah Morgan	Email: <a href="mailto:sdawkins@danefieldschool.co.uk">sdawkins@danefieldschool.co.uk</a> Tel: 01628 483031
Governors with responsibility for SEND	Mrs K Armstrong	Email: <a href="mailto:kate.armstrong.personal@gmail.com">kate.armstrong.personal@gmail.com</a> Tel: 01628 483031

All schools are expected to produce a SEND Annual Report, which makes up part of the 'Local Offer'.

Danesfield's SEND Annual Report can be found at:

<http://www.danesfieldschool.bucks.sch.uk/AboutUs/SEN.aspx>

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](http://www.bucksfamilyinfo.org/localoffer) . If you wish to contact Buckingham County Council about the Local Offer call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk).