



DANE ROYD J&I SCHOOL

SEND Policy

Review frequency: Annually

Approval by: C.Midgley

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Lead personnel: J. Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

1. Aims

At Dane Royd School, we are committed to ensuring that all pupils, regardless of need, are valued members of our school community and are supported to achieve, belong and thrive. We believe inclusion is measured not by the support that is provided, but by the extent to which every child is able to participate, belong, achieve and flourish as a valued member of our school community.

This policy aims to:

- Set out how the school identifies, assesses and supports pupils with Special Educational Needs and Disabilities (SEND).
 - Ensure that pupils with SEND receive appropriate provision that enables them to achieve their full potential.
 - Promote an inclusive culture where barriers to participation, learning, achievement and wellbeing are proactively identified and removed.
 - Ensure pupils with SEND can access all aspects of school life, including the curriculum, enrichment opportunities, leadership roles, educational visits and extracurricular activities.
 - Explain the roles and responsibilities of all staff in supporting pupils with SEND.
 - Ensure parents and carers are active partners in their child's education.
 - Ensure children and young people are involved in decisions affecting them.
 - Promote high aspirations, independence, resilience and positive outcomes for all pupils with SEND.
 - Ensure compliance with statutory duties under the Children and Families Act 2014, SEND Code of Practice and Equality Act 2010.
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2. Legislation and Guidance

This policy is based upon:

- SEND Code of Practice: 0–25 Years.
 - Children and Families Act 2014.
 - Special Educational Needs and Disability Regulations 2014.
 - Equality Act 2010.
 - Supporting Pupils at School with Medical Conditions.
 - Working Together to Safeguard Children.
 - Working Together to Improve School Attendance 2026.
 - DfE guidance relating to SEND, attendance, safeguarding, equality and inclusion.
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3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child 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
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally available for children of the same age.

4. Roles and Responsibilities

4.1 The SENDCo

The SENDCo is **James Davison**.

The SENDCo will:

- Lead and coordinate SEND provision.
 - Work with the Headteacher and Governors to determine strategic priorities.
 - Support staff in delivering inclusive, high-quality teaching.
 - Coordinate specialist support and external agency involvement.
 - Ensure compliance with SEND legislation and Equality Act responsibilities.
 - Manage SEND funding appropriately.
 - Monitor the effectiveness of provision and pupil outcomes.
 - Maintain accurate and up-to-date records.
 - Promote inclusive practice throughout the school.
 - Contribute to staff development and professional learning.
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4.2 The SEND Governor

The school's SEND Governor is Chantal Midgley

The SEND Governor will:

- Raise awareness of SEND matters within the Governing Body.
 - Monitor the quality and effectiveness of SEND provision.
 - Support strategic development.
 - Ensure governors receive accurate information about SEND outcomes.
 - Meet regularly with the SENDCo.
 - Support governors in holding leaders to account for outcomes, participation and wellbeing.
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4.3 The Headteacher

The Headteacher will:

- Have overall responsibility for SEND provision.

- Promote an inclusive school culture.
 - Ensure SEND funding is used effectively.
 - Support implementation and monitoring of this policy.
 - Ensure compliance with statutory requirements.
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4.4 Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class.

They will:

- Deliver high-quality adaptive teaching.
 - Make reasonable adjustments where appropriate.
 - Monitor progress and review provision.
 - Work collaboratively with support staff and external professionals.
 - Communicate effectively with parents and carers.
 - Ensure all children feel valued, safe and included.
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4.5 Working with the Designated Teacher

The SENDCo will work closely with the Designated Teacher for Looked After and Previously Looked After Children to ensure support is coordinated effectively.

Particular attention will be given to:

- Educational progress.
- Attendance.
- Emotional wellbeing.
- Transition arrangements.
- Personal Education Plans (PEPs).
- Multi-agency working.
- Early identification and support of SEND needs.

Where a child is both looked after and has SEND, provision will be coordinated to maximise outcomes.

5. Identifying and Supporting Pupils with SEND

5.1 Categories of SEND

The school supports pupils with a range of needs including:

Communication and Interaction

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs

Cognition and Learning

- Dyslexia
- Dyspraxia
- Moderate Learning Difficulties

- Severe Learning Difficulties

Social, Emotional and Mental Health

- Anxiety-based difficulties
- ADHD
- SEMH needs

Sensory and Physical Needs

- Hearing impairment
- Visual impairment
- Physical disability
- Medical needs
- Sensory processing differences

Complex Needs

- Profound and Multiple Learning Difficulties
 - Multiple and overlapping needs
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5.2 Identification and Assessment

The school assesses all pupils on entry and monitors progress continuously.

Identification may draw upon:

- Teacher assessment.
- Parent voice.
- Pupil voice.
- Attendance information.
- Wellbeing concerns.
- Previous attainment information.
- Professional advice.

Slow progress and low attainment alone do not automatically indicate SEND. Decisions will be based on a clear analysis of need and the requirement for additional or different provision.

5.2a Ordinarily Available Inclusive Provision

At Dane Royd School, we believe that all children are entitled to high-quality, inclusive teaching and support as part of their everyday educational experience.

Before a pupil is identified as requiring SEND Support, teachers will ensure that appropriate ordinarily available provision has been considered, implemented and evaluated. This reflects the expectation that high-quality adaptive teaching is the first response to meeting the needs of all learners.

Ordinarily available provision may include:

- High-quality adaptive teaching.
- Explicit instruction and modelling.
- Scaffolded learning opportunities.
- Visual supports and prompts.

- Flexible grouping arrangements.
- Pre-teaching and overlearning.
- Planned vocabulary development.
- Additional processing time.
- Adapted resources and recording methods.
- Sensory and environmental adjustments.
- Reasonable adjustments under the Equality Act 2010.
- Universal pastoral and wellbeing support.

5.3 Partnership with Pupils and Families

We believe successful SEND provision is built upon strong relationships and meaningful partnership.

Parents and carers will:

- Be involved at the earliest opportunity.
- Contribute to planning and review meetings.
- Receive regular updates regarding provision and progress.
- Be supported to participate fully in decision-making.

Pupil Participation and Person-Centred Planning

Pupils will contribute through:

- Supporting Me to Learn Reviews.
- Supporting Me to Thrive Reviews.
- SEND Reviews.
- Annual Reviews.
- Pupil Voice activities.
- Individual planning meetings.

Children will be encouraged to identify:

- Their strengths.
- Their aspirations.
- Their barriers to learning.
- The support they find helpful.

This reflects the person-centred approach described within the SEND Code of Practice.

6. Graduated Approach

The school follows the graduated approach outlined within the SEND Code of Practice.

Assess

Information may include:

- Teacher assessment.
- Parent voice.
- Pupil voice.
- Attendance information.
- Wellbeing concerns.
- Professional advice.

Plan

Appropriate outcomes, provision and reasonable adjustments are agreed.

Do

Provision and support are implemented.

Review

Impact is evaluated and provision amended where necessary.

The graduated approach focuses on improved outcomes rather than simply provision.

6.1 Supporting Mental Health and Emotional Wellbeing

Dane Royd School recognises that emotional wellbeing is fundamental to successful learning.

Provision may include:

- Nurture approaches.
- Emotional literacy support.
- Individual wellbeing plans.
- Early Help support.
- Pastoral support.
- External agency involvement.

We recognise that behaviour is a form of communication and seek to understand underlying need. This reflects the wider approach outlined within the school's Inclusion Policy.

6.2 Education, Health and Care Plans

Where a pupil has an Education, Health and Care Plan (EHCP), the school will:

- Deliver provision specified within the plan.
- Monitor progress towards outcomes.
- Review support regularly.
- Work collaboratively with parents, professionals and the Local Authority.
- Hold Annual Reviews in accordance with statutory requirements.
- Contribute evidence where amendments or reassessments are required.

The school is committed to ensuring EHCP provision contributes to positive educational, social and emotional outcomes.

7. Our Approach to Teaching Pupils with SEND

High-quality adaptive teaching is the first response to meeting the needs of all learners.

Provision may include:

- Visual supports.
- Flexible grouping.

- Scaffolding.
- Alternative recording approaches.
- Explicit instruction.
- Pre-teaching.
- Additional processing time.
- Assistive technology.
- Reasonable adjustments.

Interventions supplement rather than replace high-quality classroom teaching.

7.1 Staff Development

Dane Royd School recognises that effective SEND provision relies upon knowledgeable and confident staff.

Professional development may include:

- Adaptive Teaching.
- Autism Spectrum Condition.
- Speech, Language and Communication Needs.
- SEMH.
- Trauma-informed practice.
- Attendance and SEND.
- Medical needs.
- Inclusion and Equality.
- Safeguarding vulnerable pupils.

Training priorities will be identified through monitoring, pupil need and school improvement planning.

8. Adaptations to the Curriculum and Learning Environment

Reasonable adjustments may include:

- Adapted resources.
- Assistive technology.
- Alternative communication systems.
- Sensory adaptations.
- Access arrangements.
- Environmental modifications.
- Flexible timetabling where appropriate.

The Accessibility Plan outlines the school's ongoing commitment to improving:

- Curriculum access.
- Physical access.
- Access to information.

9. Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is monitored through:

- Progress and attainment information.
- Intervention evaluations.
- Attendance information.
- Pupil participation data.
- Parent voice.
- Pupil voice.
- SEND Reviews.
- Annual Reviews.
- Learning walks and monitoring.
- Governor oversight.

This information informs:

- School improvement priorities.
- Resource allocation.
- Staff development.
- Future provision planning.

10. Inclusion, Belonging and Participation

Dane Royd School believes inclusion is achieved when pupils with SEND:

- Participate fully in school life.
- Feel valued and respected.
- Develop positive relationships.
- Experience success.
- Feel a genuine sense of belonging.
- Are supported to achieve, belong and thrive.

We seek to remove barriers through:

- High expectations.
- Adaptive teaching.
- Reasonable adjustments.
- Strong relationships.
- Collaborative working with families.
- Access to enrichment and leadership opportunities.

This aligns with the school's wider Inclusion Policy.

11. Transition Arrangements

Transition support may include:

- Additional visits.

- Transition books.
- Visual supports.
- Family meetings.
- Enhanced information sharing.
- Multi-agency planning.
- Person-centred transition planning.

The school works closely with receiving settings to ensure continuity of support and a successful transition.

11.1 Preparation for Future Life

Although Dane Royd School is a primary setting, we recognise that preparation for adulthood begins from the earliest years.

Through our curriculum, pastoral provision and person-centred approach, we seek to develop:

- Independence.
- Communication skills.
- Self-confidence.
- Self-advocacy.
- Problem-solving skills.
- Emotional resilience.
- Decision-making skills.
- Positive relationships.
- Community participation.

Pupils will be encouraged to understand their strengths, identify helpful support strategies and develop the confidence to participate fully in school life.

Where appropriate, person-centred planning and transition processes will support children in preparing successfully for the next stage of education and future life beyond school.

12. Educational Visits and Wider Participation

The school seeks to make reasonable adjustments to enable all pupils with SEND to participate in:

- Educational visits.
- Residential visits.
- Extracurricular activities.
- Leadership opportunities.
- Wider school experiences.

Individual risk assessments will be completed where appropriate in consultation with families and professionals.

Our aim is that no child is disadvantaged from participating in school life because of a special educational need or disability.

13. Complaints About SEND Provision

Concerns regarding SEND provision should initially be discussed with the SENDCo. If concerns remain unresolved, parents may follow the school's Complaints Policy.

Parents also have access to:

- SENDIASS.
- Independent mediation services.
- The Local Authority complaints procedures.

Wakefield Local Offer

Information regarding available services and support can be accessed through the Wakefield SEND Local Offer.

The Local Offer provides information regarding:

- Education support.
- Health provision.
- Social care services.
- Family support.
- Transition services.
- Information and advice services.

Schools are required to signpost parents to the Local Offer.

14. Monitoring, Evaluation and Safeguarding

The school recognises that pupils with SEND may experience additional barriers affecting:

- Learning.
- Attendance.
- Participation.
- Wellbeing.
- Safeguarding.

SEND, attendance, behaviour, wellbeing and safeguarding information will be considered together to ensure barriers are identified and addressed at the earliest opportunity. This reflects current DfE expectations regarding attendance, inclusion and safeguarding.

The SENDCo will review this policy annually alongside:

- SEND outcomes.
- Attendance information.
- Persistent absence information.
- Parent voice.
- Pupil voice.
- Staff feedback.
- Governor monitoring.
- Funding effectiveness.
- Legislative updates.

The findings will inform:

- School improvement priorities.
 - Resource allocation.
 - Staff development.
 - Future SEND provision.
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15. SEND Information Report and Linked Policies

This policy sets out the school's strategic approach to SEND.

Detailed operational information regarding SEND provision is published separately within the school's SEND Information Report, which is reviewed annually and published on the school website. The SEND Information Report includes information regarding:

- SEND provision.
- Accessibility arrangements.
- Admission arrangements.
- Complaints procedures.
- External agency involvement.
- Local Authority services.
- Support available to pupils and families.

This policy should be read alongside:

- SEND Information Report.
 - Inclusion Strategy.
 - Accessibility Plan.
 - Equality Information and Objectives.
 - Behaviour Policy.
 - Attendance Policy.
 - Safeguarding and Child Protection Policy.
 - Mental Health and Wellbeing Policy.
 - Anti-Bullying Policy.
 - Supporting Pupils with Medical Conditions Policy.
 - Educational Visits Policy.
 - Intimate Care Policy.
 - Health and Safety Policy.
 - Fire Safety Policy.
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Policy Statement

Dane Royd School is committed to ensuring every pupil with SEND is welcomed, valued and supported to achieve, belong and thrive. Through high expectations, strong relationships, adaptive teaching and a relentless commitment to removing barriers, we seek to ensure that every child participates fully in school life, feels a genuine sense of belonging and achieves their full potential.

