



Danegrove Primary School

Special Educational Needs and Disability Policy

Last review date:	4.9.26
Approved by:	Full Governing Board
Next review date:	4.9.27
Person/s responsible:	Mrs E. Toumazou, AHT/SENDCo

Compliance

This policy complies with the statutory requirements of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years. It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2018)
- SEND Code of Practice 0 – 25 (30th April 2020)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)
- Statutory Guidance on Supporting pupils at school with medical conditions (16th August 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (16th July 2014)
- The Early Years Foundation Stage (EYFS) Framework (01 September 2026)
- Safeguarding and Child Protection Policy (2026)
- Accessibility Plan (2024)
- Teachers Standards (December 2021)
- School Admissions Code 2021
- Working Together to Improve School Attendance (July 2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026)

Our Ethos and Vision

At Danegrove we believe that every pupil has the right to an education that maximises his/her/their personal potential and life opportunities. Every teacher is a teacher of every child including those with a Special Educational Need or Disability. Every pupil with a special educational need has the right to a broad and balanced curriculum, including full access to the National Curriculum. The needs of all our pupils with special educational needs, whether short or long-term, should be effectively addressed. These rights can only be ensured in a positive learning environment that fosters respect and dignity, values differences, and ensures high expectations, whilst providing the support needed to meet these expectations.

This policy has been reviewed by the SENDCo in liaison with senior leaders and the governing body. It is shared with governors, staff, parents/carers and pupils, whose feedback is welcomed. It is a working document and will be updated in response to changes in statutory guidance and the needs of the school community.

Definition of SEN and Disability (SEND)

At our school, we use the definitions for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a

significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may 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.’

A pupil may have SEN, be disabled under the Equality Act 2010, or both. Not every disabled pupil has SEN, and not every pupil with SEN meets the legal definition of disability. The school considers each pupil's individual circumstances and the duties that apply.

The school will not wait for a formal diagnosis before identifying need, providing SEN Support or making reasonable adjustments where these are required. Reasonable adjustments will be anticipatory and will be reviewed in response to the pupil's changing needs.

Key Roles and Responsibilities

SENDCo: The SENDCos are Mrs E. Toumazou and Miss L. Conisbee, both can be contacted by emailing senco@danegrove.barnetmail.org

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo works with the Head teacher and governing body to determine the strategic development of SEND policy and provision and is part of the school's leadership arrangements.

The governing body ensures that the SENDCo is a qualified teacher and meets the statutory mandatory qualification requirements.

SEND Link Governor: The SEND governor is Monika Ali Chowdhury. They have a responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body. The SEND Link Governor champions inclusion and pupil engagement, provides appropriate support and challenge, and ensures that the governing body receives sufficient information to evaluate provision and outcomes.

The governing body will monitor the effective use of SEND funding; staff expertise and access to specialist advice; the implementation of the graduated approach; parent/carers and pupil participation; equality information and objectives; and the Accessibility Plan. Governors will undertake appropriate SEND training and will ensure that the SENDCo has sufficient status, time, resources and administrative support to fulfil the strategic responsibilities of the role.

DSL: Mrs Ghosseiri, has a specific responsibility for safeguarding and is the Designated Safeguarding Lead (DSL). Miss Oliver (Head Teacher) Mrs Stevens (Learning Mentor), Mrs Toumazou (Assistant Head teacher) and Mr Forrest (Assistant Headteacher) are the Deputy Designated Safeguarding Leads (DDSL).

Class teachers: The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant, specialist

teacher or external professional. The teacher is responsible for implementing and reviewing the pupil's SEN Plan and agreed reasonable adjustments.

Aims and Objectives

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out.

- To identify and provide for pupils who have special educational needs and additional needs.
- The responsibility for meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning.
- Children's self-knowledge and their concerns about their own learning should be valued highly, and children should be supported to be able to express their views and to actively participate in all decisions about their education.
- Working with parents as partners in their child's education is essential and the school should be proactive in facilitating this.
- We aim to educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose.
- The pursuit of early identification of special educational needs is essential, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring.
- We welcome the contribution that other professionals are able to make and seek an inter-agency approach to meeting our pupils' needs.
- All interventions with pupils with special educational needs should be recorded and evaluated.
- Good relationships with nursery, secondary and special schools should be maintained to ensure the smooth transition of pupils from one phase to the next.
- The effectiveness of the special educational needs provision in the school should be continuously monitored and evaluated.
- Focused, in-service training should be provided to further all staff's knowledge and expertise in the area of special educational needs.
- To work within the guidance provide in the SEND Code of Practice, 2020.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.

Slow progress or low attainment does not automatically mean that a pupil has SEN and will not, on its own, lead to a pupil being recorded as having SEN. Equally, attainment in line with chronological age does not rule out SEN where a pupil requires provision that is additional to or different from that ordinarily available.

Assessment will consider less obvious presentations of need, including masking, internalised anxiety and differences in the presentation of autism, ADHD and other neurodevelopmental needs. Staff will consider

information from the pupil, parents/carers, previous settings and relevant professionals alongside school-based evidence.

Difficulties relating solely to English as an additional language are not SEN. However, the school will assess carefully to ensure that co-occurring SEN is not overlooked. Support and reasonable adjustments will not be delayed while a diagnosis or external assessment is awaited.

Identification of Need

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The 4 broad areas of need are as follows:

Communication and Interaction, including:

- Autistic Spectrum Condition
- Speech, Language and Communication (SLCN)

Cognition and Learning, including:

- Specific Learning Difficulties such as; Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (developmental co-ordination disorder)

Social, Emotional and Mental Health Difficulties, including:

- Attention Deficit Hyperactivity Disorder (ADHD), including predominantly inattentive presentation
- Mental health needs, anxiety-related difficulties and demand-avoidant presentations, where these create barriers to learning, including but not limited to Obsessive Compulsive Disorder (OCD) and Pathological Demand Avoidance (PDA)

Sensory and/or Physical needs, including:

- Physical Disability (PD) and Complex Medical Needs
- Sensory Impairment such as Hearing Impairment, Visual Impairment and Multi-Sensory Impairment

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to plan what action needs to be taken, not to fit a pupil into a category. At Danegrove the needs of the pupil are identified by considering the needs of the whole child, not just any special educational need.

Areas that are NOT SEN but may impact on progress and attainment include;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not, in itself, an area of SEN. Changes in behaviour, distress or dysregulation may communicate an unmet need, difficulty or safeguarding concern. The school will seek to identify and address underlying causes rather than treating behaviour as a diagnosis.

A Graduated Approach to SEND support

At Danegrove Primary School, high-quality, inclusive and adaptive teaching is the first response to pupils who have or may have SEN. Teachers identify and remove barriers, explicitly teach helpful strategies and maintain ambitious expectations. This ordinarily available provision is kept under review and is not dependent on a diagnosis.

This includes:

- Knowing how well pupils are achieving.
- Knowing how to prevent underachievement – highlighting next steps and tracking progression.
- Identifying potential barriers to learning – during a thorough hand over at the start of the year, the previous and new class teacher discuss and consider the position and progress of each child and therefore be more aware of any potential barriers.
- Knowing what to do to meet all children’s needs and prevent underachievement.
- Continuously reviewing provision as well as its impact.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional interventions and specialist support work alongside, and never replace, high-quality teaching or the pupil’s meaningful access to the teacher and curriculum. Teaching and reasonable adjustments are regularly and carefully reviewed, with staff development provided where required.

The decision to make special educational provision involves the teacher and the SENDCo considering all information regarding the pupil’s progress, alongside national data and expectations of progress. This is a holistic process where we look at the child as whole and consider how we can best meet their needs. This decision will also involve discussion with parents/carers to ensure we are all working together.

We follow the Assess – Plan– Do – Review cycle, which is outlined below:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g., Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher, with support from the SENDCo, will put together a Learning Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, parent/carer and the pupil with support from the SENDCo. This will inform the planning of next steps for a further period, or where successful, the removal of the pupil from SEND Support.

This four - part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Where a pupil has an EHC plan, the school will try its best to secure the special educational provision specified in Section F, work with relevant health and social care partners, and monitor delivery and impact. The EHC plan will be reviewed at least annually in partnership with the pupil, parents/carers, the local authority and relevant professionals. An early review may be requested where needs, provision, placement or circumstances have changed significantly.

For a higher level of need we will also draw on the expertise of external agencies and professionals such as Educational Psychologists, Speech and Language Therapists, CAMHS workers, Advisory Teachers etc. Any referrals require the consent of the parent/carers.

Private therapists, at the parents' request, are considered under consultation with the SENDCo and the Headteacher, whose decision is final. If a therapist is sought by parents in response to a lack of provision provided by the borough, which is outlined in a child's EHC Plan, the school will work alongside the therapist and provide support with their targets. Should a therapist be sought in addition to the NHS provision provided, as outlined in a child's EHC Plan, the school will continue to follow NHS guidance and targets as legally set out in the child's EHC Plan. We would therefore ask for these sessions to take place outside of school hours.

As previously stated, at Danegrove we strive to work closely with parents/carers. A holistic approach works best when all those close to the pupil are involved and committed to ensuring the best possible outcome.

Parents/carers and pupil involvement in the process

We believe in a person - centred and co-produced approach throughout Assess-Plan-Do-Review. Parents/carers are involved in identification, planning, target-setting and review. Pupils' views, strengths, interests and aspirations are central to decision-making and are gathered in a manner suited to their age, development and communication needs. This may include direct conversation, observation, visuals, symbols, supported communication, written contributions or information from familiar adults. Termly reviews and target-setting meetings are planned for the second half of the term to support consistency. Targets are shared accessibly with pupils and successes are celebrated. Parents/carers of a pupil with an EHC Plan are invited to the annual review, and the pupil is supported to contribute and attend all or part of the meeting where appropriate.

SEND provision

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to Wellbeing support

These are just some of the support systems currently offered at Danegrove Primary School.

Reasonable Adjustments

The school makes reasonable adjustments to prevent disabled pupils from being placed at a substantial disadvantage. Adjustments are individual, proportionate and kept under review. They may apply to teaching and assessment; communication and the presentation of information; routines and transitions; behaviour and regulation support; the sensory and physical environment; attendance arrangements; lunchtimes; school visits; clubs; and wider school life.

The school also takes anticipatory steps to improve access for disabled pupils generally. A diagnosis is not required before reasonable adjustments are considered or put in place.

The duty to make reasonable adjustments does not require schools to provide auxiliary aids or services where these are not reasonable, but the school will consider such aids and services where they would prevent substantial disadvantage. Accessibility arrangements are communicated to relevant staff and reviewed with pupils and parents/carers.

Managing the Need of Pupils on the SEND Register

We implemented a system for the whole school, which also covered SEND data tracking and monitoring. This gives a good overview and an easy way of seeing basic information about the SEND register. It enabled monitoring of our provision and of any trends, or areas of concern, that may develop.

This information is vital for monitoring our provision, as is the termly assessment meetings. These meetings are held every term, one for each year group. Present in the meeting are the head teacher, deputy head teacher, class teachers (including head of year) and SENDCo. During these meetings, each child (including those on the SEN register) is discussed to ensure expected progress is being made and to raise any concerns. Where concerns are raised there is further discussion with the class teacher and SENDCo to action those concerns (please see graduated response to SEND).

For those on the register, targets are set at meetings with SENDCo, class teacher, TA and parent/carer. If any external agency or professionals are involved, they will be asked for their input or to attend. The level of provision will be discussed with reference to the Local Offer (please see the website in Appendix 2). The Local Offer provides a description of what is ordinarily or normally available for SEND provision in schools in Barnet. The previous targets and provisions are reviewed and discussed. If necessary, any discussions regarding referrals for engaging additional support / engaging specialist services will also take place at this meeting. Our Learning Mentor may also be present to give input for any social, emotional or mental health issues. If a CAF (common assessment framework) or actions resulting from a CAF is needed / in place to assist the family, our Learning Mentor will offer support with this. Actions, new targets (along with success criteria) and provisions are then agreed at the meeting. These targets and provisions are then discussed with the pupil. All targets and meeting notes are saved to show a record of progress and interventions that have been used.

A whole-school provision map provides an overview of provision and outcomes across the four broad areas of need. It is reviewed regularly to inform deployment of staffing, resources, training and specialist support.

Criteria for adding a child to the SEND Register

In deciding whether to add a pupil to the SEND register, the Graduated Approach will be followed by the teacher and SENDCo, who will also consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. Parents/Carers will be informed, in writing, before their child is added to the SEND register.

Criteria for removing a child from the SEND Register

At the target setting meeting progress and outcomes following any intervention will be discussed. If all involved feel that the pupil has met their targets and that their needs can be addressed through high Quality First teaching, the pupil may be removed from the SEND register. They will then be placed on the Monitoring List to ensure a careful eye is kept on their progress and their needs continue to be met in class. At the termly assessment meetings, progress will be discussed. The class teacher will also be monitoring progress carefully. Any systems of support may remain in place if agreed by all e.g., buddy system, nurture group, lunchtime clubs, input by Learning Mentor.

Requesting an Educational Health and Care (EHCP) needs Assessment

Where, despite relevant and purposeful action through successive cycles of SEN Support, a pupil has not made expected progress, the school and/or parents/carers may consider requesting that the local authority carries out an Education, Health and Care needs assessment. The school will provide the evidence required by the local authority and will involve the pupil and parents/carers. An assessment may lead to an Education, Health and Care (EHC) plan. Further information is available through the Barnet Local Offer: <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care/requesting-an-ehc-assessment>

Attendance and SEND

Where attendance is affected by SEN, disability, physical health or mental health, the school will work collaboratively with the pupil, parents/carers and relevant professionals to understand and address the barriers. The school will consider additional support and reasonable adjustments, which may include adjustments to routines, transitions, uniform, sensory demands, transport arrangements, lunchtimes, access to trusted adults or suitable spaces.

Attendance concerns will be considered in the context of the pupil's needs and the school's duties under the Equality Act 2010. The school will follow the current statutory attendance guidance and will prioritise supportive, individualised work with families while retaining high expectations for attendance.

A temporary part-time timetable will be used only in exceptional circumstances, for the shortest necessary period and in the pupil's best interests. It will have a clear purpose, end date and plan for increasing attendance, be agreed with parents/carers, kept under frequent review and recorded in line with statutory guidance. It will not be used as a routine method of managing behaviour or as a substitute for appropriate SEND provision.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- consider all applications that do not have an EHC plan;
- not refuse to admit a child who has SEND but does not have an EHC plan because we feel that we will be unable to provide the necessary support;
- not refuse to admit a child on the grounds that they do not have an EHC plan.
- look closely at the EHCP if present to ensure we can make reasonable adjustments to facilitate the child.
- co-operate with the local authority consultation process for a child with an EHC plan and, where Danegrove is named in the final plan, admit the child in accordance with the Children and Families Act 2014; and

Please see our Admissions Policy for further details.

Behaviour, Suspension and Permanent exclusion

The school recognises that challenging behaviour may arise from unmet or unidentified needs. Before or alongside considering a suspension or permanent exclusion, the school will consider whether the pupil may have SEN or a disability; whether agreed provision and EHC plan duties are being delivered; whether reasonable adjustments have been made; and whether further assessment, an EHC needs assessment or an early annual review is required.

Decisions will follow the school's Behaviour Policy and current statutory suspension and permanent exclusion guidance. Permanent exclusion will be considered only as a last resort and the school will not use informal or unlawful exclusion. Where off-site direction or alternative provision is considered, the school will follow the current legal framework and maintain appropriate oversight of the pupil's needs, safety, education and review arrangements.

Supporting Parents/Carers and Children

We provide support in the following ways:

- The SENDCo operates an open - door policy for parents/carers seeking support and advice
- Parent coffee mornings with the SENDCo and external advisory teams.
- support from the Learning Mentor – Mrs Stevens
- additional time and special arrangements for SATs
- support for transition between classes
- transition support for vulnerable Y6 pupils transferring to secondary school

Please see useful contacts in Appendix 1 for further support.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils with medical conditions may also have SEN and may receive SEN Support or have an Education, Health and Care (EHC) plan that brings together their education, health and social care needs. The school follows the SEND Code of Practice: 0 to 25 years.

Danegrove is an inclusive community that welcomes pupils with medical conditions. Please see Danegrove Medical Condition Policy on the website.

Safeguarding pupils with SEND

Pupils with SEND may face additional safeguarding vulnerabilities. These may include communication barriers, bullying or exploitation, greater dependence on adults for personal care or regulation, difficulty recognising unsafe situations, and difficulty communicating worries or experiences. Staff will remain alert to changes in presentation and will provide accessible ways for pupils to seek help.

The school will not assume that an injury, change in behaviour, distress or withdrawal is explained by a pupil's SEND. Safeguarding concerns will be responded to under the school's Safeguarding and Child Protection Policy, with the SENDCo and Designated Safeguarding Lead working closely together where appropriate.

Accessibility

Statutory Responsibilities

The Equality Act 2010 places duties on schools not to discriminate, to make reasonable adjustments and to plan to increase access for disabled pupils over time. The school's Accessibility Plan addresses access to the curriculum, the physical environment and information.

Schools are required to produce Accessibility Plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans and strategies must be in writing.

Danegrove is an inclusive community and we welcome all pupils to our happy, caring school. Our aims, our curriculum, our daily teaching routines and our teaching principles are all based on our mutual respect for one another. Identifying and removing barriers to learning is part of our school ethos.

Our successful accessibility planning approach includes providing facilities such as a sensory room, a ball pond and an area with resources for Occupational Therapists and Physiotherapist to work with ~~our~~ pupils.

We provide a wide variety of after - school clubs to enrich the schools provision. We welcome visits from friends and family from all cultural backgrounds.

Accessibility is kept under review in light of each pupil and cohort. The school has ramps in place and a specialist handrail in the bathroom. Some pupils use radio aids to support hearing, and the school liaises with advisory teachers for sensory and physical impairments to ensure appropriate support is in place.

Communication with parents/carers can be made through a variety of means including email, texts, letters and phone calls. We have an open-door policy for parents/carers to meet with teachers or the SENDCo. Whilst at the start of the school day teachers are busy with their classes, a quick chat can usually be had at the end of the day or a meeting can be arranged for a longer discussion. Anything more urgent can be discussed or passed on through the school office.

Monitoring and Evaluation of SEND

The SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.

The impact of the SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The Head of Years, in collaboration with the SENDCo, Assistant Head teachers and Head Teacher, maps provision for year group taking into consideration the children's needs within that year group. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each term we review the needs of the cohort and if necessary, make changes to our provision.

At Danegrove Primary school, the quality of provision is evaluated through regular audits and analysis of pupil outcomes, attendance, participation, suspensions and exclusions, alongside the views of pupils, parents/carers and staff. Information is considered across relevant groups to identify inequality or barriers to inclusion. Governors provide support and challenge and monitor the use of SEND funding, the impact of provision and progress against the Accessibility Plan and equality objectives. These arrangements promote continual review and improvement.

Training and Development

Provision for SEND is funded from the school budget, with additional funding sought, where appropriate.

The training needs of staff are identified by regular consultation with staff regarding their training needs at staff meetings as well as performance management meetings and feedback following lesson observations. Needs are also identified by the SENDCo keeping updated with current research and thinking and ensuring staff are aware of new strategies. Training can be from an external agency/ professional or internal expertise.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends the LAs SENDCo network meetings in order to keep up to date with local and national updates in SEND. The school is a member of Nasen and has links with SENDCos from local schools.

Storing and Managing Information

SEND records are processed lawfully, fairly and securely in accordance with UK data protection legislation, the school's privacy notices, records-management arrangements and safeguarding requirements.

Information is shared on a need-to-know basis and with consent where consent is the appropriate lawful basis; safeguarding information may be shared without consent where necessary and lawful. Relevant SEND records are transferred securely and promptly when a pupil changes school, in accordance with statutory requirements and school procedures. Please also see the school's ICT Procedures and the Safeguarding and Child Protection Policy, regarding information management and confidentiality.

Reviewing the SEND policy

This SEND policy will be reviewed at least annually, with parents/carers and pupils involved where appropriate, and updated sooner where legislation, statutory guidance or significant school arrangements change.

This is a working and co-produced document. The school will keep national SEND reforms under review; proposed reforms will not be treated as statutory requirements until the relevant legislation or statutory guidance comes into force.

The school publishes a SEND Information Report on the school website, reviews and updates it at least annually, and as soon as practicable when information changes. The report explains the implementation of

this policy, the school's contribution to Barnet's Local Offer and the arrangements required by the SEND Regulations 2014.

Complaints

Parents/carers with concerns about the SEND policy or provision for their child are encouraged to speak to the class teacher in the first instance and then to the SENDCo. If the concern remains unresolved, parents/carers may use the school's published Complaints Policy and may seek impartial information and advice from Barnet SENDIASS (sendiass@barnet.gov.uk).

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, <https://www.danegroveschool.co.uk/policies/special-education-needs>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g., enlarged font or a language other than English.

Appendices

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years (January 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers (August 2014)

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions (December 2015)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010 http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Barnet Local Offer Website

<https://www.barnetlocaloffer.org.uk/>

Appendix 2: Related School Policies / Documents

- Safeguarding and Child Protection Policy
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Attendance Policy
- Suspension and Permanent Exclusion Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Equality Policy
- SEND Information Report (Local Offer)