



# SEND Policy

## Daffodil Preparatory School

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# TABLE OF CONTENTS

Section 1: Main contacts and Policy details

Section 2: Legislative Compliance

Section 3: Our School Vision

Section 4: Aims and Objectives of this Policy

Section 5: Identifying Special Educational Needs

Section 6: A Graduated Approach to SEN Support

Section 7: Management of SEND within our school

Section 8: Criteria for Exiting the SEND Register

Section 9: Supporting Pupils and Families

Section 10: Supporting pupils at school with medical conditions

Section 11: Monitoring and Evaluation of SEND

Section 12: Training and Resources

Section 13: Roles and Responsibilities

Section 14: Storing and Managing information

Section 15: Accessibility

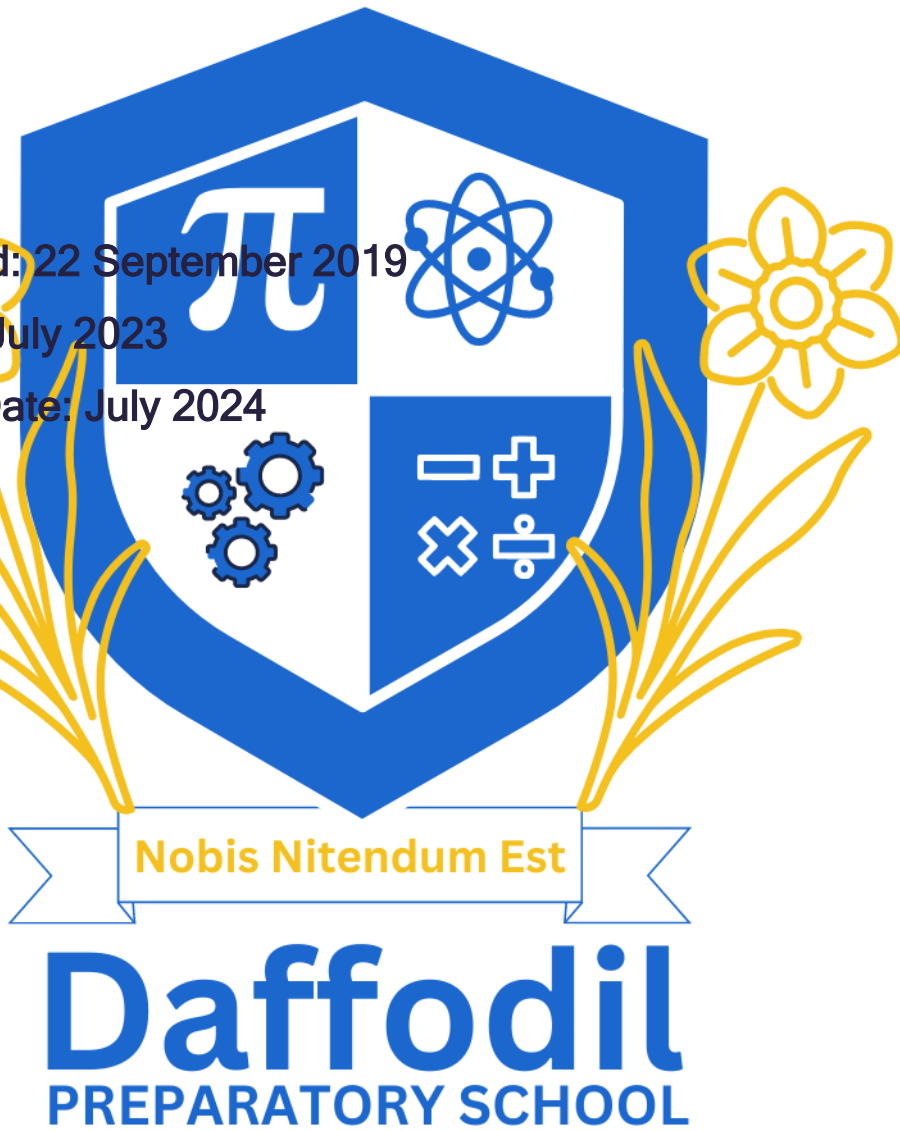
Section 16: Bullying

Section 17: Complaints

Date Published: 22 September 2019

Review Date: July 2023

Next Review Date: July 2024



## Section 1: Main Contact

Contact Head Teacher at Daffodil Preparatory School via email: [info@daffodilprepschool.org.uk](mailto:info@daffodilprepschool.org.uk)

## Section 2: Legislative Compliance

2.1 This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 (January 2015). It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies.

It is written with reference to the following further guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 0 – 25 (DfE January 2015) □ Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- Ofsted Education Inspection Framework (September 2023)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teachers' Standards (July 2011)

It is available from the school office and on the website [www.daffodilprepschool.org.uk](http://www.daffodilprepschool.org.uk)

2.2 Our school has separate policies in place for: Safeguarding, Accessibility, Assessment, Anti-Bullying, which should be read alongside this policy.

2.3 The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/344424/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

## Section 3: Our School Vision

We value all children and have high expectations and aspirations for everyone regardless of differences in academic attainment, interests and attitudes. This is achieved by high quality first teaching and by identifying any additional or special educational needs or barriers to learning early, through developing detailed knowledge and understanding of each child as an individual. Where a child may have additional or special educational needs or disabilities we will meet with parents and work together with them and the child, to

identify ambitious outcomes based on our knowledge of each child's aptitudes and preferences. We also work in partnership with outside professionals as appropriate, to plan a personalised programme of support and evaluation which will consist of regular detailed assessments, allocation of additional/specialised resources, close monitoring and a relevant and differentiated curriculum. This is then put into place to support the children's learning and ensure they are able to fully participate in the life of the school and make a positive contribution to the school and wider community. The plan and its effectiveness is reviewed regularly and this process forms the cycle of support.

*All our teachers are teachers of children with SEND and are responsible for the progress and development of the children in their class and as a school we are therefore committed to developing all staff's expertise in working with children with SEND.*

#### **Section 4: Aims and Objectives of this Policy** We aim to:

- ensure that all students realise their potential, through full access to a broad and balanced relevant education, including an appropriate curriculum that provides equal opportunities in all aspects of school life and enables high achievement for all students regardless of specific need, disability or academic attainment
- ensure that all students with special educational needs and disabilities are identified, assessed and adequately supported
- ensure there is a clear focus on steps toward positive life-long outcomes and students are enabled to become independent, resourceful and resilient learners who develop the life skills to participate in and contribute positively to their community
- ensure that the school's statutory duties are met for students with SEND
- ensure that we value the role of parents/carers of pupils with SEND as partners in determining the outcomes and provision for their child
- ensure that we support pupils with SEND to be active participants in determining the nature of their provision and take full account of their views
- ensure the whole school community values the diversity of the school population

#### **Our Objectives are:**

- to sustain a "whole child" approach to the co-ordination and provision of support for special educational needs
- to ensure that every teacher is a competent teacher of every child, including those with SEND through well targeted and continuing professional development
- to provide an inclusive learning environment which meets the needs of all children
- to promote children's self-esteem and emotional health and well-being and help them to form and maintain meaningful relationships based on respect for themselves and others
- to actively engage and work in partnership with families and others involved in the care of children in our school
- to provide differentiated and personalised learning opportunities building on each child's strengths and interests

- to deploy support staff effectively whilst acknowledging that additional intervention and support cannot compensate for a lack of good quality first teaching
- to identify needs at the earliest opportunity, meet these needs, and review their progress regularly
- to make every effort to narrow and close the gap in achievement between vulnerable and disadvantaged children and their peers
- to focus on individual progress across a wide range of outcomes as the main indicator of success
- to recognise that transition points can be particularly stressful for pupils with SEND and provide necessary support to positive outcomes
- to develop and support the role of the Inclusion Lead who will work within the SEND Policy and in turn provide support and advice for all staff working with children with SEN
- to work in cooperative and productive partnership with the professionals in our SEN hub, the Local Authority and other outside agencies, to ensure there is a school based multi- disciplinary team approach to meeting the needs of all vulnerable and disadvantaged learners
- to keep up to date with the provision and services set out in the Local Authority's Local Offer and other services available within our community (such as Local offers of neighbouring local authorities or Jewish community services) to maximise mainstream universal services and funded targeted and specialist provision and services
- to map provision across our school to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all, using the delegated budget for SEND in full
- to work always in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

## Section 5: Identifying Special Educational Needs

### Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

### Categories of SEND

The Code of Practice 2015 recognises that children's needs and requirements may fall within or across four broad areas. These areas are:



**Communication and Interaction** - Children may have difficulties communicating with others. It may include speech, language or social communication difficulties. It includes children on the Autism Spectrum.

**Cognition and Learning** - Children and young people learn at a slower pace than their peers, even with appropriate differentiation. It covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia. **Social, emotional and mental health difficulties** - Children may have underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained, which may lead to withdrawn or challenging behaviours. Other children and young people may have disorders such as attention deficit hyperactivity disorder (ADHD) or attachment disorder. Challenging behaviour is not in itself a SEN but a communication of underlying difficulties.

**Sensory and/or physical needs** - Children may have a disability which prevents or hinders them from making use of the educational facilities or opportunities generally provided. (SEND Code of Practice, 2015 6.34)

Teachers assess children when they enter the school and then termly throughout their school career. Some children will enter the school with an SEND and other children will develop SEND as they progress through the school. Thus we are always alert to children who are falling significantly outside of the range of age related expectations or children who are making less than the expected rate of progress. We consider the categories above to ensure our assessments are broad and balanced and consider the whole child. We do not use them in order to place the child in a category or give them a label. We consider parents and the pupils as partners in the process of identifying special educational needs and always take seriously their concerns and ideas. There are many reasons why a child may experience difficulties which do not mean they have an SEND, such as: domestic issues, bullying, bereavement, poor attendance, health issues, disability or limitations in English. As a school we are committed to supporting children with whatever difficulties they may have, through supporting them with well thought out evidence-based intervention and strategies. We monitor children's response to intervention closely and use our knowledge of possible SEND or other relevant factors to help guide us to plan our next steps as opposed to responding to a disability label.

For further information on how we identify additional or special educational needs at Daffodil Preparatory School please see our SEN Information Report.

### Section 6: A Graduated Approach to SEN Support

At Daffodil Preparatory School all teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who are working below the expected level for their age or making slower than expected progress. Children may also receive additional intervention but this does not replace good quality differentiated teaching.

As a school our priority is to ensure all children receive high quality first teaching in order to minimise the number of children who are at risk of underachievement. We achieve this by close monitoring of planning, lessons, learning environments and children's work and teacher appraisal. The termly pupil progress meeting provides an opportunity for teachers to work with members of the senior leadership team to identify any pupils or groups of pupils at risk of under-achieving and improve teachers' understanding of strategies to identify and support vulnerable pupils included those with additional or special educational needs.

If a child continues to make inadequate progress or displays concerning behaviours despite good quality teaching, reasonable adjustments and targeted intervention, then they may be identified as having special educational needs. The class teacher, Inclusion lead and parents will meet to consider the information available about the child's attainment and progress compared to age related expectations in order to identify any special educational needs. The decisions made at this meeting will be documented by the class teacher and the child's name will be added to the school SEN register (if appropriate).

Where a child has a high level of need, more specialist assessment data may be appropriate and the school may refer to specialists for further assessment or support.

If a child's special educational needs do not meet the threshold for referral to external services but a parent chooses to make an independent referral, this should be done following consultation with the Inclusion Lead.

The school will compile a list of professionals who they can recommend as having a good understanding of the school and the learning environment. Behaviour and learning assessments should always involve consultation with school staff and observation in the school setting. Feedback from the assessments must involve a feedback meeting with the professional and school staff so that any findings can be discussed and an action plan which everyone is in agreement with is made.

### **Section 7: Managing Pupils' Needs on the Special Educational Needs Register**

Every child on SEN Support has a different profile of needs and we adopt a personalised approach based on the Assess – Plan – Do – Review cycle to ensure that we meet those needs. The table below shows the minimum support we provide for pupils making inadequate progress at Daffodil Preparatory School. Class teachers will create an Individual Support Plan (ISP) for all pupils with special educational needs which highlights their strengths, agreed outcomes (for the next term), and the strategies/support needed to achieve these. Class teachers will use these to differentiate their classroom environment and teaching to meet the pupil's individual needs as well as sharing it with other relevant members of the school community to ensure the child's needs are considered in a holistic way.

Each class teacher will compile a termly class provision map which is based on the outcomes of the monitoring cycles. It is the Inclusion Lead's responsibility to support the class teacher in detailing the additional intervention, including: the selection criteria, who leads it, how often it takes place and the children selected to take part. Each child is assessed to form a baseline and assessed at the end to monitor the effectiveness of the provision as well as the child's progress. Information about each intervention is shared with the parents at the beginning and end of each term. The day to day running of the interventions is the responsibility of the intervention leader and they are supported by the relevant class teacher.

The table below shows Daffodil Preparatory School's graduated approach to additional and special educational needs and the provision that may be implemented to support children demonstrating a high level of need.



1 <sup>st</sup> Stage	Initial Concern	<p>Pupil's needs cannot be met by regular whole class teaching alone:</p> <ul style="list-style-type: none"> <li>- Teacher completes Initial Concern form and Neurodiversity profiler for the child</li> <li>- Pupil receives differentiated teaching in class through universal high quality teaching strategies</li> <li>- Pupil receives additional interventions from school provision map, overseen by class teacher</li> <li>- These are reviewed termly and recorded on provision documents and shared with parents</li> </ul>
2 <sup>nd</sup> Stage	SEN Support	<p>Pupil continues to make inadequate progress:</p> <ul style="list-style-type: none"> <li>- Placed on SEN Register (if appropriate)</li> <li>- Detailed assessments undertaken if required</li> <li>- Individual Support Plan (ISP) is drawn up with pupil, family, class teacher and Inclusion Lead to plan and support needs</li> <li>- Pupil receives additional interventions from school provision map and recorded on provision documents by Intervention Lead</li> <li>- Pupil receives differentiated class-teaching through universal and targeted strategies based on ISP targets and recorded on weekly plans by class teacher</li> <li>- Pupil receives support from external professionals from LA/ SEN hub (if appropriate) in line with school resources/ Tower Hamlets Local Offer</li> <li>- Pupil progress towards outcomes identified on the ISP and age related expectations reviewed termly in individual review meeting with parents, child (if appropriate) and class teacher and recorded on the reviewed ISP</li> </ul>
3 <sup>rd</sup> Stage		<p>Pupil continues to make inadequate progress and school resources are exhausted:</p> <ul style="list-style-type: none"> <li>- Referral made to external agencies via Single Referral Form*</li> <li>- Pupil receives additional interventions from school provision map and recorded on school provision map by Inclusion Lead</li> <li>- Pupil receives highly differentiated class-teaching strategies based on ISP targets and recorded on weekly plans by class teacher</li> <li>- Pupil receives support from external professionals in line with that outlined in school provision /Tower HAMLETS Local Offer</li> <li>- Pupil progress towards outcomes identified on the ISP and age related expectations reviewed termly in individual review meeting with parents, child (if appropriate) class teacher, Inclusion Lead and external professionals and recorded on reviewed ISP</li> <li>- Request for Education, Health and Care Plan (EHCP) considered*</li> </ul>

EHC Plan	<p>Pupils with on-going high levels of significant or complex needs may be in receipt of an Education Health and Care Plan.</p> <ul style="list-style-type: none"> <li>- Long and short term outcomes identified and agreed between school, parents, child and specialist at Annual Review</li> <li>- ISP drawn up with pupil, family, class teacher and Inclusion Lead and external professionals to plan and support needs focusing on a range of short term outcomes across the 4 areas of need (where appropriate) from the EHCP</li> <li>- Pupil receives additional interventions from school provision map and outside specialists, recorded by Inclusion Lead</li> <li>- Pupil receives highly differentiated class-teaching based on ISP and recorded on weekly plans by class teacher</li> <li>- Pupil receives support from external professionals in conjunction with support staff where appropriate</li> <li>- Pupil progress towards outcomes identified on the ISP, EHCP and age related expectations reviewed termly in individual review meeting with parents, child (if appropriate) class teacher, Inclusion Lead and external professionals and recorded on reviewed ISP</li> <li>- EHCP reviewed annually</li> </ul>
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The Senior Leadership Team (SLT) carefully considers the needs of the pupils and uses the delegated SEN budget to provide a provision map which meets the needs of the pupils in the school at any particular time which is financially viable. The support provided via the provision map will consist of specialist resources, carefully targeted evidence-based interventions delivered by teaching assistants or other members of school staff. Outside professionals such as specialist teachers, educational psychologists or therapists to provide direct support or advice and training to school staff will be bought in based on pupil needs. Support from the provision map will be allocated according to clearly defined thresholds and its effectiveness reviewed each term to ensure efficient use of resources in meeting the needs of all pupils.

Some pupils will require a high level of specialist input due to their significant or complex needs. The provision of this may not be compatible with the efficient use of our resources in meeting the needs of all pupils. Therefore, the Inclusion Lead, in collaboration with parents/carers will make a referral to an outside agency or for an EHCP plan. This process entails the submitting of evidence of implemented support and strategies by the school and reasoning for not being able to meet the child’s need with ordinary provision, to be assessed by an external panel. Following a successful referral, external support or funding may be offered to the pupil to enable them to make progress. The school works alongside any external agencies to ensure the support continues once the agency withdraws.

For further information on how we support pupils with special educational needs at Daffodil Preparatory School please see our SEN Information Report.

**Section 8: Criteria for Exiting the SEN Register**

When whole school monitoring shows that a child is making adequate or better progress towards personal or age related expectations, without needing targeted adjustments or accommodations beyond high quality teaching strategies, the Inclusion Lead will make a decision in partnership with parents/carers as to whether a child should remain on the SEN register.

Once a child has been removed from the SEN register, they will be monitored closely to ensure they continue to make good progress without the additional support. Their SEN records and successful strategies will be shared with future teachers to ensure continuity.

### Section 9: Supporting Pupils and Families

At Daffodil Preparatory School, we believe that a close working relationship with parents/carers is vital in order to ensure that we have as full knowledge of the whole pupil as possible in order to set appropriate outcomes and plan effective support and to ensure a holistic approach for each child. We believe that where parents are fully engaged in the process of supporting a child's special educational needs, there is more continuity between school and home enabling children to flourish. We actively strive to elicit the feedback, thoughts, views and ideas of parents and work hard to provide regular opportunities to discuss these and work together to develop practice for both individuals and the school as a whole.

Parents of pupils with SEN are invited to termly review meetings for their child. When concerns arise outside the regular review cycle, the class teacher or parents may request additional meetings.

We involve parents in supporting pupils in receipt of interventions through workshops or regular email/personal contact and additional home-learning tasks. For children with an EHCP or communication difficulties, a weekly home-school log may be appropriate. The Inclusion lead also signposts parents/carers and supports referrals to other agencies to support the family or pupil.

We recognise there are additional challenges when parenting a child with special educational needs and strive to be responsive to parents' personal and emotional needs. We recognise that transition points in education can be particularly stressful for pupils with SEND and so the Inclusion Lead coordinates additional support for families at this time in the form of additional visits, meetings with parents, visiting the child in their current setting and an individual transition plan.

Pupils with SEND may need special access arrangements in order to achieve their full potential in end of key stage assessments. The Inclusion Lead will oversee the application for these arrangements in line with the regulations set out by the examining body and their implementation.

### Section 10: Supporting Pupils at School with Medical Conditions

At Daffodil Preparatory School we recognise that pupils with medical conditions must be properly supported so that they have full access to all educational opportunities, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is completed annually by the parent/carers with support from the Inclusion Lead and School Nurse, if appropriate. These are shared with all staff who are involved with the pupil. When a Health Care Plan is implemented we look at any staff training that may be needed and engage specialist external support where necessary. Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

### Section 11: Monitoring and Evaluation of SEND

Daffodil Preparatory School closely monitors the quality of provision which all pupils receive. The quality of provision for pupils with SEND is monitored through:

- Monitoring planning, informal and formal lesson observations, work scrutinies and environmental monitoring in line with the school monitoring procedures

- Termly analysis of pupil progress towards personal outcomes and age related expectations.
- Termly meetings with parents of children with an ISP to review progress □ Termly scrutiny of behaviour logs and attendance data.
- Parent discussion groups and the annual parent survey
- Pupil discussion groups and personal feedback forms
- Termly visits from SEN governors
- Analysis by SENCO on school data in comparison to local and national data to identify emerging patterns and responses needed
- Annual analysis of school provision data to determine effectiveness of specific interventions to adjust our offer accordingly
- Continuing Professional Development programme coordinated by SENCO for members of staff for specific areas of SEN as well as quality first teaching for all teaching staff

Information received from these sources is used to celebrate successes, review policies and procedures and plan staff training and support in line with the appraisal process and school development plan.

### Section 12: Resources and Training A) Funding

Funding for SEN is received from the following sources:

- SEN Formula Funding
- Top up payments from the LA for pupils with Education Health and Care Plans
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget or fundraising

Funding is used to provide:

- Teaching Assistant or Specialist teacher time to support SEN pupils in class and in small groups
- Teaching Assistant time to run evidence-based interventions for targeted children, both in groups and 1:1
- Teaching Assistants for pupils with an EHCP (where appropriate)
- Training from external agencies for school staff
- Appropriate books, computer programmes and recommended equipment or resources for SEN pupils
- Counselling support
- Supply cover to enable SEN review meetings to take place
- Additional resources agreed by SLT in line with current pupil profile or school development plan

### B) Training

All teaching staff undertake induction on taking up a post at Daffodil Preparatory School and this includes a meeting with the Inclusion Lead to explain the systems and structures in place around the school's SEND provision and practice, including the SEN cycle and to discuss the needs of individual pupils.

Transition meetings are held at the end/beginning of each year in which class teachers discuss the needs of groups of pupils/individual pupils with relevant staff. There are also regular opportunities both within weekly staff meetings and in additional meetings for class teachers to share information about the needs and support plans for individual pupils with relevant staff



In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff training needs are identified through the school development plan, staff appraisal and pupil progress meetings. Relevant training will be planned and delivered either internally or by external providers to identified staff members.

The Inclusion Lead attends termly training organised by the Local Authority in order to keep abreast of new initiatives and local developments and attend termly cluster group meetings with Special Educational Needs Coordinators (SENCOs) from local schools in order to share expertise and maximise opportunities for developing shared provision for low incidence needs.

### Section 13: Roles and Responsibilities

The key responsibilities of the Inclusion Lead are:

- overseeing the day-to-day implementation of the school's SEND policy
- co-ordinating provision for children with SEN
- co-ordinating Annual Reviews for each child with an EHCP
- advising on the graduated approach to providing SEN support
- identifying training needs and organising appropriate professional development opportunities for school staff with regard to SEN
- monitoring inclusion across the school
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

**The Governing Body's responsibilities to pupils with SEND include:**

The lead governor for SEN will meet termly with the Inclusion Lead to monitor the implementation of the SEN policy and ensuring the statutory guidelines with regard to SEN are met:

- Ensuring that there is a qualified teacher designated as SENCO for the school who has achieved a National Award in Special Educational Needs Co-ordination within three years of appointment;
- Ensuring that children with SEN/D are fully involved in school activities making reasonable adjustments in line with the Equality Act 2010 to avoid any substantial disadvantages faced by disabled pupils
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy



- Working with the Local Authority and other local schools in the interests of coordinated special educational provision in the area as a whole
- Ensuring the school produce and publish online its School SEN Information Report in accordance with section 69 of the Children and Families Act 2014
- Ensuring the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).
- Having regard to the Code of Practice 2015 when carrying out these responsibilities

**The key responsibilities of class teachers with regard to pupils with SEND are:**

All class teachers are responsible for the progress of all the children in their class including those with SEND and those who access support from teaching assistants and specialist staff.

- Discussing each child's needs in a child-friendly way (or using a Picture Exchange System if appropriate) so they are able to participate in decisions about their provision and advocate for their needs and wishes at regular intervals
- Planning and delivering appropriately differentiated lessons for pupils in their class with SEND
- Reviewing the effectiveness of an intervention in securing progress to inform the next steps in a graduated approach for support
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress
- Overseeing the day to day delivery of any intervention groups attended by pupils in their class and providing opportunities for pupils to transfer the skills learnt in these groups to the classroom
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
- Coordinating teams of adults working in the classroom, through weekly meetings and the sharing of written planning in advance
- Liaising about pupils with SEND with other relevant school staff or specialists, when appropriate
- Seeking support from the SENCO when pupils are not making adequate progress
- Keeping records of termly review meetings and creating Individual Support Plans for pupils in receipt of SEN support
- Creating and maintaining resources for pupils with SEND
- Contributing to Annual Reviews for pupils with an EHCP
- Contributing to transition reviews for pupils with SEND
- Working in partnership with parents of pupils with SEND

**Section 14: Storing and Managing Information**

All documents relating to children and young people on the SEN Register are stored in a locked cupboard in the Inclusion Lead's office. A copy of the relevant paperwork is provided for each class teacher who stores it in their Inclusion file. This is shared with relevant staff on a need-to-know basis and stored in a locked cupboard in the classroom.

There are electronic copies of the records which are stored on the school server which is password protected. When a child leaves the school all documents are sent to the next setting by recorded delivery.

### Section 15: Accessibility

The school produces an accessibility plan every three years in line with the Equalities Act (2010). This shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It contains relevant and timely actions to:-

- Increase access to the curriculum
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities;

For more details on this see the Accessibility Policy.

### Section 16: Bullying

Daffodil Preparatory School does not tolerate harassment or bullying of any child. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. We are very aware that children who have SEND are more likely to be the target of bullying and therefore we take proactive steps to prevent bullying through celebrating and developing an awareness of diversity and inclusion in our school, ensuring that we use creative ways to hear the voices of all learners and delivering specialist support to pupils with SEND who may be at risk of bullying. See our anti-bullying policy for more details.

### Section 17: Dealing with Complaints

Please see the school Complaints Policy available on the school website for further details: If a parent has a concern or complaint about the provision made to meet their child's SEN, they should:

- Initially, discuss it with the Class Teacher
- Be referred to the Inclusion Lead
- Be referred to the Head teacher
- Put their complaint in writing to the Governing Body, following which a written reply will be given
- Contact Tower Hamlets SEN Department who will then contact the school
- The parents may go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice <http://www.ipsea.org.uk/>

At any stage in the complaint process parents may request the advice of Tower Hamlets Parent Partnership Service, the details of which are available from the Inclusion Lead.

This policy should be viewed in conjunction with the Daffodil Preparatory School SEN Information Report available on the school website. This policy was reviewed in September 2023.

