



STRIVE - THRIVE - ACHIEVE

SEND POLICY

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Contents

ROLES AND RESPONSIBILITIES..... 4

AIMS..... 6

OBJECTIVES.....6

PUPIL VOICE..... 11

MONITORING PUPILS.....13

EVALUATING SEND..... 14

RESOURCES..... 15

TRAINING..... 15

Code of Practice Definition of Special Educational Needs..... 17

Code of Practice Definition of Disability..... 17

In the spirit of SEN reform, this policy has been revised to reflect the Special Educational Needs and Disability (SEND) Regulations as explained in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. It aims to establish a framework for supporting pupils with SEMH/SEND as defined in the Code of Practice on pages 15-17. See weblink below or appendix 1 at the back of this document.

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

It has been developed in line with best practice as advised by NASEN and has been shared with parents and families via the school website. . www.daneshgatecommunity.org.uk. It has been agreed by the School's Management Committee, that it reflects the policy and practice of the Daneshgate Community with reference to special needs and disabilities

At the Daneshgate Community every pupil is treated as an individual. All pupils that attend the Daneshgate Community have some additional needs. As educators we are committed to help every pupil to be the best that they can be; to nurture them both academically and socially; and to support them in gaining the skills and abilities to thrive in further education, training and the world of work. Our school motto is '*Strive, Thrive and Achieve*'. Normal school arrangements at the Daneshgate Community take account of the pupil's social, emotional and mental health (SEMH) needs, alongside their range of abilities, aptitudes and interests. Many of our pupils have additional special educational needs and /or learning difficulties and disabilities (SEND/LDD), which are addressed through differentiation and bespoke learning packages. These are monitored and developed via individual education plans (IEPs) that contain carefully focussed targets and are evaluated at least three times a year and in some instances, by the use of My Support Plans (MSPs) and Education Health Care Plans (EHCPs).

SECTION 1: ARRANGEMENTS FOR THE DANESGATE COMMUNITY

ROLES AND RESPONSIBILITIES

In adopting this policy statement, the staff at the Danesgate Community accepts that:

- The needs of pupils with SEND are the shared responsibility of the whole staff.
- All pupils are entitled to high quality first teaching, regardless of their special educational needs and that additional interventions and support cannot compensate for a lack of good quality teaching.
- Differentiating work is a standard procedure when planning work.
- Teachers are responsible for the progress and development of the pupils for whom they are the key worker, including where pupils access tuition and support from Teaching Assistants (TAs).
- Teachers are responsible for the creation and maintenance of SEN friendly classrooms and teaching areas.

The Danesgate Community's Management Committee has a responsibility to report annually on the provision, assessment and monitoring of Special Needs. This report is freely available on the school's website. It monitors the Danesgate Community budget, which takes into account the provision for SEND.

The governor responsible for SEND in the academic year 2026-2027 is Vikki Langford.

The Head teacher, Chris Nichols, is the responsible person in receipt of information from the Local Authority regarding the special educational needs of pupils within the Danesgate Community. He is also responsible for reviewing the quality of teaching for all pupils, including those at risk of underachievement. This is done by classroom observations of teaching, meetings with SLT, learning walks, peer mentoring and by appraisal. The Deputy Head/SEND, the Lead for Teaching and Learning and the Asst Head for Primary, support this process by providing training to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the most frequent special educational needs.

The Designated Teacher for Safeguarding is Kim Mower.

The Designated Teacher for Children who are Looked After (CLA) is Sarah McKinley.

The Special Educational Needs Coordinator (SENCO) is Sarah McKinley. She is a qualified SENCO and holds the NASENCO award. She can be contacted via e-mail at sarah.mckinley@danesgate.yorkschoools.net and by telephone on 01904 555555. She is a member of the Senior Leadership Team (SLT) and reports to the Head Teacher and Management Committee. She is responsible for:

- The day-to-day operation of the Danesgate Community's SEND policy.
- Leading on Mental Health and Wellbeing across the whole community

- Liaising with and advising staff.
- Planning, coordinating, mapping and auditing the provision made for pupils with SEND.
- Overseeing the records on all pupils with SEND.
- Ensuring parents of pupils with SEND receive regular communication and updates.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, School Improvement and Staff Development, the Learning and Work Advisor, Health and Social Services and voluntary bodies.
- Ensuring all statutory requirements regarding the SEND of pupils are met.
- Ensuring the smooth transition of pupils with SEND from mainstream schools using the My Support Plan (MSP), Education Health Care Plan (EHCP) and Key Worker report.
- Ensuring the smooth transition of pupils with SEND from Danesgate Community into appropriate post-16 options by working closely with the Learning and Work Advisor.

The Specialist Teacher is Louise Stoneman. Her role is:

- To work with pupils under the day-to-day direction of the SENCO.
- To teach, assess and monitor pupils with literacy difficulties and/or those following intervention programmes.
- To assess pupils who require access arrangements for exams.
- To assist with pupils' access to a broad and balanced curriculum.
- To coordinate and lead groups for specialist intervention where required.
- To contribute to staff training and coaching.

SECTION 2: AIMS & OBJECTIVES

AIMS

- To give pupils the experience of The Danesgate Community as a caring, supportive community where life is enjoyable and challenging and where their needs and views really do matter.
- To develop pupils' self-esteem through genuine academic progress and achievement. To focus on outcomes for our pupils.
- To enable all pupils to achieve their full potential in all areas of their development and to make additional provision necessary for those who are in any way disadvantaged.(equitability)
- To include all pupils in the activities of The Danesgate Community as far as possible and enable them to access a broad and balanced curriculum.
- To ensure that pupils have equal opportunities without bullying or prejudice.
- To ensure that parent, teacher and pupil work together as partners in the educational development of pupils with SEND.

OBJECTIVES

- To identify pupils with SEND as early as possible and to review progress and adjust interventions accordingly.
- To provide a bespoke plan of education for every pupil.
- To ensure that adequate resources and provision are provided to meet the special educational needs of any pupil within The Danesgate Community.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide a Special Needs Co-ordinator (SENCO)
- To make effective use of facilities and advice from external agencies where appropriate.
- To provide support and advice for all staff working with pupils with special educational needs

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

When pupils join the Danesgate Community we strive to correctly identify their needs and to respond to them appropriately. Five broad areas of need have been identified:

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

- Cognition and learning
 - Specific Learning Difficulty (SpLD)
 - Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)

- Social, Emotional and Mental Health
 - Social, Emotional and Mental Health issues (SEMH)
 - Attention Deficit Hyperactivity Disorder (ADHD)

- Sensory, physical and/or medical
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

- Independence and Preparation for Adult Life
 - Being safe in the community
 - Accessing the community around us
 - Self-care
 - General life skills

A range of screening assessments are conducted when each pupil gains admission to The Danesgate Community. These assessments are additional to the information provided by previous settings and key stages. They provide the evidence of the pupil's needs in speech and language, reading, spelling, writing and attention and concentration and allow a bespoke package of SEN interventions and support to be created.

Moreover, at The Danesgate Community we understand that a pupil's needs may go beyond education. We seek to identify the underlying causes of behavioural problems the young person may be experiencing and that may be impacting on their attainment. These include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as a second language (EAL)
- Being in receipt of Pupil Premium Grant, including Service Premium
- Being a Child who is Looked After (CLA), or adopted

SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT

All pupils that attend the Danesgate Community have some type of special educational need or disability. There are two levels of need as identified by the Code of Practice, SEN Support (K) and Education Health Care Plan (EHCP) and all our pupils are allocated to one or other of these categories and added to the SEN register. The majority of our pupils fall into the EHCP category.

At SEN Support level, the SENCO works closely with Danesgate Community staff to ensure that a pupil's educational provision is met by ensuring that:

- Relevant information is collected, maintained and reviewed as appropriate.
- Appropriate interventions are put in place to ensure progress is made/ maintained.
- Parents are kept informed of their pupil's progress.
- The progress of the pupil is regularly monitored and reviewed.

In some cases where pupils have complex needs, staff may also complete a My Support Plan to bring all the relevant information together. This includes information from teaching staff and parents, educational psychologists, medical services and other support services. The benefit of this plan is that it prevents parents and carers from having to repeat information to professionals and can be transferred to other key stages and settings. It provides a full record of the needs of the pupil and the strategies and interventions that have been put in place to respond to them. The MSP should:

- Describe the needs of the pupil and set achievable long term and short-term objectives.
- Draw on the advice of outside specialists such as educational psychologists.
- Provide a process to ensure that the pupil and parents are consulted.
- Ensure that all provisions and interventions are recorded.
- Ensure pupils have an Individual Education Plan (IEP) utilised to set SEN targets and to record progress and identify strategies to combat barriers to learning.

In a minority of cases the Local Authority (LA) will need to make a statutory assessment of special educational needs. In these cases the SENCO will use the My Support Plan to inform a Request for Statutory Assessment (RSA). Where the pupil is already attending the Danesgate Community, the primary purpose of an EHCP is to describe complex needs and linked associated required provision. In addition, the EHCP will accompany the pupil on a transfer to the next setting, and will indicate ways in which the pupil's needs may be met. EHCPs must be reviewed annually and all tutors must contribute to this review. The pupil and their family are at the heart of this review and their views and opinions are integral to the process.

SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER

The Danesgate Community views each pupil as an individual and seeks to respond to their personal educational requirements creating a bespoke plan. This means considering the following:

- The setting- Should the pupil be taught on-site at Danesgate, in an outreach class (Kestrel or Eagle), or, in very few cases in our Bespoke provision, another off-site setting or at home?
- Alternative provision- Does the pupil need to take advantage of alternative provisions due to their particular needs and circumstances?
- The groupings- Our pupils are mostly taught in nurture groups up to 8 pupils. In some cases the groups are lower, where we seek to match the needs of pupils who are very anxious, sensory avoidant or sensory seeking.
- The curriculum- What subjects should the pupil be taught? This is especially important in Key Stage 4 where we seek to support pupils to gain the qualifications they need to move on to college and training.
- The Key Worker- Who is the best tutor to be the key worker for each pupil? If the pupil is in a class group, this will be one of the class team. The key worker is an essential part of each pupil's provision at Danesgate. The key worker is the main liaison with parents, feeds into meetings and co-ordinates the regular reports that are sent home to parents. The key worker also co-ordinates the creation and evaluation of the IEP written and updated at least three times a year. The academic targets for the IEP are set by the subject tutors for English and Maths. Targets in SEMH and Life Skills are set by the key worker and Social and Emotional Coordinator (SEMCo). This is overseen by the SEN team. The IEP is used to chart progress in SEN and can be referred to at parents meetings and other reviews. The policy explaining the key worker in full is available on the school website.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

An effective relationship between parents and Danesgate Community is essential for the progress of all pupils. It is important that parents see the Danesgate Community as a non-threatening environment and that, wherever possible, they are made to feel comfortable and confident when visiting Danesgate Community.

- Parents can find information about the LA's local offer for SEN by the following link:

<https://www.yorksend.org/education-childcare-0-25/danesgate-school>

- In order to provide parents and carers with as much information as possible, the school is required to publish an annual SEN report on the school website.
- Parents are encouraged to use the Special Educational Needs and Disabilities Information and Advice Service (SENDIASS). These officers are employed by the local authority to offer impartial support and advice to parents and carers. The website link is below where you will find an on-line referral system:

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

Email: yorksendiass@york.gov.uk

- Pupils are supported to access exams by the use of access arrangements which allow for extra time, rest breaks, a reader/reader pen, scribe, read/write software, oversized papers, prompter and alternative exam rooms. This is the responsibility of the SENCO and is supported by the Exams Officer and the Specialist Teacher.
- Pupils are supported to make internal transitions between classes or key stages by tutor meetings and the sharing of data and case studies.
- Where pupils are making transitions to mainstream school or Post 16 settings, they are supported by the transfer of screening data, info on exam access arrangements, a key worker report and where appropriate an MSP or EHCP. When pupils are making the transition from KS4 to Post 16 they are fully supported by our Specialist Learning and Work Advisor. This is currently Sue James.
- The school's policy on managing medical conditions is available on the school website.
- The Danesgate Community works in partnership with LA Support Services, health and social services, IYSS and relevant local and national voluntary organisations. Liaison meetings are held termly with the SENCO and the Educational Psychology Service.

PUPIL VOICE

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They are encouraged to participate in all the decision-making processes including the setting of learning targets, learning support and the transition process.

Pupils' views are sought and recorded as part of the statutory annual review process, PEPs and other review opportunities. In Key Stages 3 and 4, this takes the form of a Pupil Voice Power Point. In Key Stages 1 and 2, the pupils use a smiley face target sheet or a photo presentation.

SECTION 7: SUPPORTING PUPILS 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 P.E. Some pupils with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equality Act 2010. The school is partially accessible by wheelchair. Full details of accessibility is contained within the Accessibility Report.
- Some pupils may also have SEN and may have an EHCP which brings together their educational, social and medical needs. In these cases the SEND Code of Practice is followed.
- When pupils have medical needs, advice from parents/carers, advisors from the Specialist Teaching Team and medical professionals is sought to support the pupil fully.

SECTION 8: ADMISSION ARRANGEMENTS

Danesgate Community strives to be a fully inclusive setting. All pupils are welcome, including those with SEND, in accordance with the LA Admissions Policy.

Pupils access Danesgate Community through two main routes:

- Pupils with EHCPs access Danesgate through the Special Educational Needs Panel.
- Pupils on SEN Support access Danesgate through the Fair Access Meeting.

The admissions policy can be viewed on the school website.

SECTION 9: MONITORING AND EVALUATION OF SEND

It is the practice of the Danesgate Community to regularly and carefully monitor and evaluate the provision of SEND in the school. This exists in two forms; the monitoring of individual pupils, staff teaching and the monitoring of SEND itself.

MONITORING PUPILS

This is done by a variety of methods:

- Progress of achievement analysis after exams and through tracking data and through the interrogation of progress information re SEN interventions.
- Analysis of pupils by tracking national curriculum levels, subject 'working at' grades and test results.
- Observation by support staff in class.
- Regular monitoring of IEPs.
- Case Studies of individual pupils, including the evaluation of their progress regarding the interventions and strategies applied to them.
- Regular discussion and monitoring with keyworker.
- Sampling pupils' work.
- Reassessment by supporting agencies.
- Case review meetings.
- Annual Review of EHCP.

EVALUATING SEND

This is done by a variety of methods:

- Progress of achievement analysis after exams and through tracking data of progress in SEN interventions.
- Regular audits of the effectiveness of interventions.
- Learning walks.
- Sampling pupils' work.
- Discussions with parents, teachers, pupils and governors.
- Classroom observations by SENCO and other Senior Leaders.
- Checking teachers' planning and the SEN on a Page document (SENOP). This document describes the needs of the pupil and lists the ways the pupil is to be supported within Danesgate in lessons.
- Danesgate Community self-evaluation (SEF).
- The Danesgate Community School Development Plan (SDP). The evaluation and monitoring the arrangements for SEND promotes an active process of continual review and improvement of provision for all pupils and feeds into the annual School Development Plan.
- The success of the Danesgate Community's SEND Policy and provision is evaluated through regular monitoring of procedures and practice by the SENCO and Management Committee.

SECTION 10: TRAINING AND RESOURCES

RESOURCES

Danesgate Community follows LA guidance to ensure that all pupils' needs are appropriately met. Members of the school's Management Committee monitor the finances of The Danesgate Community, which takes into account the provision for SEND. This includes the provision for Teaching Assistants' time and this is used throughout the Danesgate Community reflecting the levels of support required in the different year groups, settings and provisions. Danesgate will receive core funding for each pupil on roll. For pupils with SEND, top up funding will be allocated by the LA in line with the Danesgate funding policy (as approved by the School's Forum).

TRAINING

CPD is recognised as an essential aspect of high quality provision.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of the pupils, all staff are expected to undertake training and development. Training needs of all staff are identified through the process of Appraisal and facilitated by the Senior Leadership Team.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 SENCO and SEN team contribute to the in-service training of staff.
- Members of the Senior Leadership Team will contribute to the induction of NQTs and new staff.
- A Staff Handbook is available on the Danesgate portal, which contains essential information on SEND at Danesgate.
- A Staff Code of Conduct is available on the Danesgate portal, which contains essential information on the high standard of professional behaviour expected of all staff.

SECTION 12: ARRANGEMENTS FOR COMPLAINTS

Initially, if advice is sought or concerns need to be expressed, direct contact should be made with Sarah McKinley at Danesgate Community, who will endeavour to resolve any difficulties. If further assistance is required, parents should e-mail the Head teacher, Chris Nichols. If matters remain unresolved, parents may speak to the Chairperson of the Management Committee. Contact details can be obtained from Mr Nichols.

Should a complaint remain unresolved, despite the intervention and best efforts of the Danesgate Community, parents are able to pursue it through the LA's complaints procedure, details of which are available from Mr Nichols.

Further appeals can be made to the Special Educational Needs Tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments and EHCPs.

SECTION 13: STORING AND MANAGING INFORMATION

- Information on pupils' special educational needs and disabilities may be stored both on paper and on computer. All confidential information is kept in confidential filing systems and can only be accessed by staff as per GDPR regulations.
- Child Protection paperwork is kept in a safe computer system only accessed by the Designated Safeguarding Lead, Kim Mower and other staff on a 'need to know' basis.
- Information about our pupils is only shared with other professionals who are working with the pupils on a 'need to know' basis.
- Our pupils and families have rights to see their personal information. They can make a Subject Access Request (SAR) to see the personal information we hold about them. This needs to be made in writing to Mr Nichols. As part of that, pupils and their parents also have the right to see their educational records.
- The Data Protection Act does not prevent parents and teachers from taking photos of events such as the Christmas play or sports day. Asking permission to take photos is normally enough to ensure compliance. Parents and pupils are asked to sign a consent form to use individual photographs for display purposes.

APPENDIX 1

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term 'Special Educational Needs' / 'Special Educational Needs and Disability' as defined by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or 16
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions . For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).
- Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.
- Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Code of Practice Definition of 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'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

APPENDIX 2 THE EQUALITY ACT 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.
- School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.