SEN Policy

DENE MAGNA SCHOOL

Policy name	SEN Policy
Version date	October 2026
Owner	ACl
Approval date	6th October 2026
Approver	Local Governing Body
Review frequency	Annually
Review date	October 2027

1. Vision and Values

At Dene Magna School we are committed to ensuring that every student is valued, included and supported to achieve their fullest potential. We believe that all young people are entitled to an ambitious, broad and balanced education, regardless of their starting points, additional needs or disabilities.

We are proud to be an inclusive school where diversity is celebrated and where barriers to learning, participation and achievement are actively identified and removed.

We recognise that students with Special Educational Needs and Disabilities (SEND) may require provision that is additional to, or different from, that ordinarily available for their peers. Through effective teaching, targeted support, partnership working and high aspirations, we seek to ensure that every student achieves their maximum potential and enjoys the process!

Our ethos is underpinned by the principles of:

- Inclusion
- Equity and access
- High expectations
- Student voice
- Partnership with families
- Preparation for adulthood
- Evidence-informed practice

2. Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 2011
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Teachers' Standards
- Gloucestershire Local Authority SEND Guidance and Local Offer

3. Definition of SEND

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

A child or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision means educational provision that is additional to, or different from, that made generally available for others of the same age.

4. Areas of Need

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Developmental Language Disorder (DLD)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Specific Learning Difficulties (SpLD)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties (MLD)

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety disorders
- ADHD
- Attachment difficulties
- Emotional regulation difficulties
- Mental health needs impacting learning

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs affecting access to learning

Many students present with needs across more than one area.

5. Aims of the Policy

The school aims to:

- Identify SEND as early as possible.

- Ensure all students access a broad, balanced and ambitious curriculum.
- Remove barriers to learning and participation.
- Secure good progress and outcomes for all students.
- Develop students' independence and resilience.
- Promote meaningful inclusion in all aspects of school life.
- Work collaboratively with parents, carers and external agencies.
- Prepare students for adulthood, employment, further education and independent living.
- Ensure compliance with statutory duties.

6. Roles and Responsibilities

Local Governing Body

The Governing Body will:

- Ensure statutory duties are met.
- Monitor the effectiveness of SEND provision.
- Promote inclusive practice.
- Ensure appropriate resources are deployed.
- Appoint a governor responsible for SEND oversight.

Headteacher

The Headteacher will:

- Ensure the strategic implementation of this policy.
- Promote inclusive practice across the school.
- Ensure appropriate staffing and training.
- Hold leaders accountable for the progress of students with SEND.

SENCo

The SENCo will:

- Oversee day-to-day operation of SEND provision.
- Coordinate identification and assessment processes.
- Maintain the SEND Register.
- Advise and support teaching staff.
- Liaise with parents, carers and external professionals.
- Manage referrals to external agencies.
- Coordinate Education, Health and Care Plan (EHCP) reviews.
- Monitor provision and outcomes.
- Support transition arrangements.
- Ensure statutory compliance.

Teachers

All teachers are teachers of students with SEND.

Teachers are responsible for:

- Delivering high-quality, adaptive teaching.
- Identifying emerging needs.
- Implementing agreed SEND strategies.
- Monitoring progress.
- Working collaboratively with support staff.
- Contributing to reviews and pupil profiles.
- Maintaining regular communication with families.

Teaching Assistants

Teaching assistants:

- Support implementation of planned provision.
- Promote independence.
- Contribute to monitoring and review processes.
- Work under the direction of teachers and the SENCo.

7. Identifying SEND

Identification is a graduated and evidence-informed process.

Identification may arise through:

- Teacher observations
- Progress monitoring
- Reading and assessment data
- Attendance concerns
- Behaviour and pastoral information
- Safeguarding information
- Parent/carer concerns
- Student voice
- Transition information
- Medical information
- External professional reports

The following do not automatically constitute SEND:

- English as an Additional Language (EAL)
- Attendance difficulties
- Being eligible for Pupil Premium
- Looked After status
- Behaviour difficulties alone
- Medical diagnosis without educational impact

These factors may, however, coexist with SEND.

8. Graduated Approach

Dene Magna School follows the Assess-Plan-Do-Review cycle.

Assess

A thorough assessment of need will include:

- Academic attainment
- Progress data
- Classroom observations
- Student voice
- Parent/carer views
- Screening assessments
- External professional advice

Plan

Where SEND Support is required:

- Outcomes will be agreed.
- Provision will be identified.
- Adjustments will be recorded.
- Responsibilities will be allocated.
- Review dates will be set.

Students may have:

- A SEND Pupil Profile
- My Plan (where applicable through Gloucestershire pathways)
- My Plan Plus

Do

Teachers remain responsible for the progress of students with SEND, including where interventions are delivered by support staff.

Support may include:

- Adaptive teaching
- Structured interventions
- Assistive technology
- Literacy support
- Numeracy support
- SEMH interventions
- Specialist programmes
- Examination access arrangements

Review

Provision is reviewed regularly through:

- Progress meetings
- Parent meetings
- Student feedback
- Intervention evaluations

- Annual reviews where applicable

Outcomes determine whether support is continued, amended or ceased.

9. SEND Register

Students receiving provision additional to or different from their peers may be placed on the SEND Register.

The register is reviewed regularly, and students may enter or exit the register according to their level of need and required provision.

Parents will always be contacted by phone when SEND Support is initiated or withdrawn.

10. Working with Parents and Carers

We recognise parents and carers as experts regarding their child.

The school will:

- Communicate openly and regularly.
- Involve families in decision-making.
- Share progress information.
- Consult during review meetings.
- Seek consent when involving external agencies.

Each child on the SEN register is allocated a keyworker who will contact parents to discuss the progress their children are making towards outcomes. Parents are encouraged to contribute fully to planning and review processes.

11. Student Voice

Students are central to all decisions affecting them.

Where appropriate, students will:

- Contribute to SEND profiles.
- Attend review meetings.
- Share aspirations and concerns.
- Participate in target setting.
- Develop self-advocacy skills.

12. Education, Health and Care Plans (EHCPs)

Where a student's needs cannot be met through SEND Support alone, the school may request an Education, Health and Care Needs Assessment from Gloucestershire Local Authority.

Where an EHCP is issued, Dene Magna School will:

- Implement the provision described within the plan.
- Monitor progress towards outcomes.

- Coordinate annual reviews.
- Work collaboratively with all involved professionals.
- Involve parents and students fully in the review process.

Annual Reviews will be completed in accordance with statutory requirements.

13. Exam Access Arrangements

Access arrangements are awarded based upon evidence of need and in accordance with Joint Council for Qualifications (JCQ) regulations.

Arrangements may include:

- Extra time
- Reader
- Scribe
- Word processor
- Rest breaks
- Separate room
- Assistive technology

Access arrangements are not automatically granted due to diagnosis and must reflect normal ways of working. Students are assessed for exam access arrangements by a qualified assessor.

14. Transition Arrangements

Effective transition is critical to successful outcomes.

Support may include:

Transition Into Dene Magna

- Liaison with primary schools
- Additional visits
- Enhanced transition programmes in the summer term
- Parent meetings

Internal Transition

- Information sharing between staff
- Student profiles
- Transition meetings

Post-16 Transition

- Careers guidance
- Preparation for adulthood planning
- College liaison
- Employer engagement
- Supported transition programmes

15. The RAIS Provision

Raising Achievement in School (RAIS)

RAIS is an inclusive short-term intervention provision designed to support students experiencing barriers that affect their successful engagement with mainstream education.

RAIS forms part of the school's graduated response and aims to:

- Promote successful reintegration into mainstream learning.
- Support emotional wellbeing.
- Improve attendance and engagement.
- Reduce suspension and exclusion.
- Develop self-regulation skills.
- Support positive educational outcomes.

Referral to RAIS may be made through the Inclusion Lead

Admissions to RAIS are considered using a needs-led approach and involve consultation with students, parents and relevant professionals.

All placements have:

- Clear entry criteria
- Defined outcomes
- Review points
- Reintegration plans

RAIS is not a long-term alternative provision and remains integrated within the school's inclusive practice.

16. Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- Student progress data
- Attendance data
- Behaviour data
- Student voice
- Parent feedback
- Annual review outcomes
- Intervention evaluations
- Governor monitoring visits

Findings inform school improvement priorities and provision development.

17. Training and Professional Development

The school is committed to ongoing professional development.

Training is identified through:

- School improvement priorities
- Emerging student needs
- SENCo monitoring
- Staff appraisal processes

Specialist training may include:

- Autism
- ADHD
- Dyslexia
- Speech and language needs
- SEMH
- Trauma-informed practice
- Adaptive teaching
- Safeguarding

18. Complaints

The school seeks to resolve concerns promptly and collaboratively.

Concerns should be raised in the following order:

1. Subject Teacher/Form Tutor
2. Head of House or Pastoral Leader
3. SENCo
4. Headteacher
5. Forest of Dean Trust Complaints Procedure

Parents may also seek independent advice through Gloucestershire SENDIASS.

19. Review of Policy

This policy will be reviewed annually by the SENCo, Senior Leadership Team and Local Governing Body, or earlier if legislation, statutory guidance or local authority procedures change.

SENCo:	Adele Clark
Assistant SENCo:	Michelle Mazelin-Browne
SEND Contact Email:	SEN@denemagna.gloucs.sch.uk
Telephone:	01594 542370
Approved by:	Local Governing Body
Review Date:	September 2027