



<b>DAWN HOUSE SCHOOL – STAFF HANDBOOK</b>	
<b>Policy Title: SEN Policy</b>	
<b>Section: S</b>	<b>Policy No: S.7</b>
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<b>Name of Originator: HB</b>	<b>Designation: Head of Assessment &amp; 6<sup>th</sup> Form and SENCO</b>

## **SECTION 1**

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(Both named members of staff are Senior Leaders in the school)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advise for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- The SEN and Disability Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions (April 2014)
- The National Curriculum in England and Wales
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the schools SENCo, the Senior Leadership Group (SLG) Governors, staff and parents and is an open and freely available document to all stakeholders.

Dawn House School is a specialist residential special school whose proprietor is the national communication charity, ICAN. The school is set in a rural location close to the town of Mansfield in Nottinghamshire.

The school provides day places for pupils age 5 – 19 years and residential places for ages 11-19 years.

Pupils are admitted to Dawn House School after being referred by their Local Education Authority (LA). Nationwide LA's refer pupils to the school when a multidisciplinary assessment indicates that they have a specific speech, language and communication need which is preventing them from progressing at their current school or centre.

In addition to this need pupils may also experience poor attendance or be school refusers. In some cases pupils are out of mainstream school and either attending a Learning Centre or are being home tutored.

Pupils who attend Dawn House may have links with other agencies e.g CAMHS in which case their mental health needs may also have impacted on their capacity to learn.

## **SECTION 2**

### **AIMS**

The main aim of the school's SEN policy is to ensure that the school provides quality first teaching, comprehensive therapy and outstanding care for children with specific speech, language and communication needs as well as other associated difficulties.

- Enabling the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- Providing the spiritual, moral, intellectual and physical development of the pupils at the school.
- Providing a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- Preparing the pupils for the opportunities, responsibilities and experiences of adult life.
- Understanding and meeting the special educational needs of the pupils which may include needs other than Communication and Interaction as outlined in the Code of Practice (2014):
  - Sensory and/or Physical Impairment
  - Social, Emotional and Mental Health
  - Cognitive Impairment
- Increasing each pupil's knowledge and understanding of the world around them.
- Enabling each pupil to develop as much independence as possible.

- Enabling appropriate access to the immediate environment and the wider community
- Developing opportunities for students within community settings and within mainstream provision.
- Helping each pupil to achieve success regardless of disability, gender, class or race and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- Engaging the parents and carers of our pupils in an active partnership to the benefit of the social and intellectual development of the children.
- Listening and responding to pupil voice

## **OBJECTIVES**

- To work within the guidance of the SEND Code of Practice, 2014
- To enable the pupils to access the National Curriculum through carefully planned and differentiated lessons as well as personalised programmes of study.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To integrate education and therapy in the learning environments providing a seamless service
- To offer highly personalised programmes of study, as appropriate, to meet the needs of every pupil. Personalised learning will involve contributions from key professionals including Senior Leadership
- To assess pupils' individual needs and provide for by the schools systems for curriculum planning and assessment and IEP planning. The core team (consisting of Teacher, Speech and Language Therapist, Teaching Assistant and Residential Child Care Officer) around the pupil are pivotal in this process.
- Pupil progress is carefully monitored through the monitoring and analysis of data collected through Assessing Pupil Progress and the National Guidance and data sets for pupil attainment.
- Key staff maintain links with other learning providers to broaden the curriculum offer for all pupils enabling personalised planning and robust monitoring.
- A dedicated Family Liaison Officer links with local businesses to secure opportunities in the local and wider community e.g the pupils home town, for Work Experience and Work Based Learning

- A Special Educational Needs Co-ordinator (SENCO) works with all staff and adheres to other policies in school e.g. the Inclusion Policy.
- A psychotherapist is employed by the school to work with pupils, families and staff.
- Training, support and advice is provided for all staff working in the school. This includes non-pupil facing staff

## **SECTION 3**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Pupils attending Dawn House School have a primary need of speech, language and communication difficulties and / or Asperger's Syndrome and therefore experience problems in the following areas:

- Articulation (problems in producing speech sounds).
- Phonology (problems in processing and using speech sounds accurately).
- Syntax (problems understanding or acquiring grammatical sentences).
- Semantics (problems in understanding or expressing meanings).
- Pragmatics (problems in understanding or using language for social communication).
- Literacy (problems acquiring the skills to read, write and understand written language).

Some of the pupils who attend the school may have learning and behavioural difficulties associated with their language and communication problems. Many of our pupils require a signing environment or some support for Alternative and Augmentative Communication (AAC) devices. Pupils may also have additional needs other than Communication and Interaction as outlined in the Code of Practice (2014):

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Pupils may also present with:

- Social interaction learning difficulties
- Problems with attention and memory
- Motor dyspraxia
- Emotional problems
- Difficulties with friendships and social relationships

- Poor self-image
- Low self-esteem and behaviour difficulties.

It is vital that we consider the whole child and therefore staff, families and pupils work closely and collaboratively to ensure this is central to our planning and consideration for the pupils and their families. In addition, pupils' admission to school may be due to other additional factors which include:

- Attendance and punctuality
- Health and Welfare
- EAL, ESL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a Traveller
- Being a child of a Serviceman/woman
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## **SOCIAL COMMUNICATION DIFFICULTIES**

These difficulties may affect a pupil's ability to comprehend the language that they hear and to express what they want to say.

Making and monitoring relationships may be difficult. Pupils might find coping with the social and organisational aspects of a mainstream school difficult to manage.

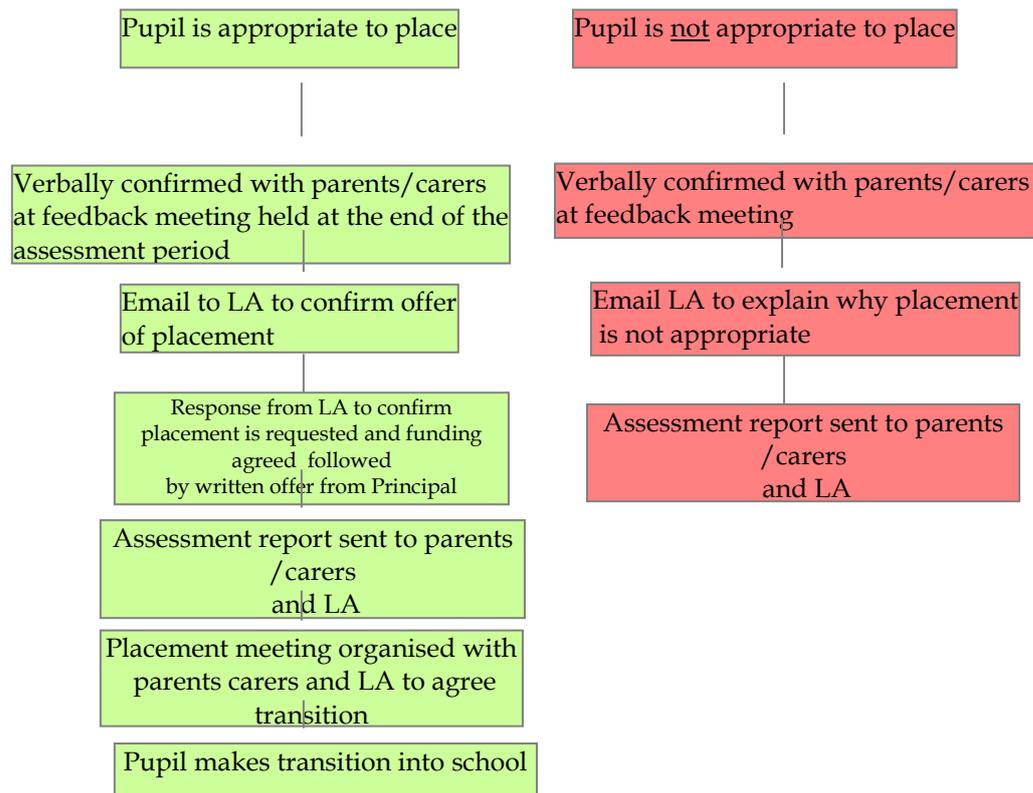
Pupils whose needs are met at Dawn House School have language development which is impaired, disordered or significantly delayed and/or have significant social interaction difficulties

The curriculum at Dawn House School is planned collaboratively in order to support the learning and development of all pupils with severe complex speech, language and communication needs, as well as other additional difficulties.

## **SECTION 4**

### **A GRADUATED APPROACH TO SEN SUPPORT**

Usually the pupils referred to Dawn House School have had Statements or Education, Health and Care Plans (EHCP) prepared by their Local Authorities. These documents form the starting point for planning provision for each pupil. The Statement or EHCP outlines the pupil's needs and the provision required to meet those needs. Prior to admission pupils are assessed by the Dawn House assessment team. This team consists of The Head of the Assessment Service (a specialist teacher) a Speech and Language Therapist and an Occupational Therapist. Other teachers, therapists, learning support assistants and residential childcare officers may also be involved when the child is assessed in the classroom or the residencies. The assessment involves formal and informal assessments, particular to each discipline, being conducted over two consecutive mornings. The process following assessment is:



Following admission, staff working with the pupil will further observe and assess in order to confirm a baseline for the pupil's individual education plan and programme of study.

Each pupil is placed in the appropriate tutor group to suit their chronological age, academic ability and peer group. The staff in this group are referred to as the 'core team' and they are responsible for monitoring pupil progress and development with the teacher at the heart of this process. They collaborate to produce the pupil's Annual Review report and to prepare feedback to parents /carers on parent's days.

The quality of teaching and learning is monitored by the leadership team. Senior and middle leaders conduct a work scrutiny every term and provide written feedback to teachers. Any issues from the work scrutiny are rigorously followed up with individual members of staff.

In addition senior leaders conduct learning walks and/or formal observations ½ termly.

Senior Leaders and personnel from ICAN's central office monitor learning and teaching termly through lesson observations and feedback. Any issues are rigorously followed up.

NQT's are mentored by a trained NQT tutor within the school who also conducts lesson observations and submits written reports to the Principal and the LA.

Pupil progress is monitored through a robust data collection system. Subject co-ordinators, the assessment co-ordinator and the principal analyse pupil progress to identify underachievement at the earliest point in time.

Interventions are then identified and implemented to close the gap in pupil progress.

Occasionally student's needs are so complex that the school may consider they would benefit from 1:1 support. When such a situation occurs additional funding is discussed and agreed with the placing Local Authority SEN Officer prior to admission. On occasions this need is identified after admission and would also be discussed with the parents and LA.

## **SECTION 5**

### **MANAGING PUPILS' NEEDS**

The Annual Review (AR) or Person Centred Review (PCR) meetings allow pupil, parents and staff to set and agree targets for the coming year and to discuss any additional support or resources required to support the pupil to meet those targets.

If additional support or resources are identified prior to the AR or PCR the school will respond accordingly and if necessary arrange an interim review to discuss and agree the support /resources identified. If quality first teaching is not fully meeting the pupil's needs, it may be appropriate for the pupil to engage in a personalised programme which may involve wave 2 or wave 3 interventions.

The staff team consists of teachers, speech and language therapists, and occupational therapists, teaching assistants, therapy assistants, medical room officer, family support worker, learning mentor, residential child care officers, administration team, domestic and maintenance team. The school also employs a psychotherapist one day per week. The school team works collaboratively together to provide what is known as a 'Trans-disciplinary approach'.

The school is organised in three departments. The primary department caters for pupils from 5 to 11 including a transition group of pupils who are chronologically yr 7 and 8 the secondary department which caters for pupils from 11 to 16, and the FE department which caters for pupils from 16 to 19.

In the primary department, pupils are taught in two classes – 'primary' and 'junior' by a team consisting of a primary trained teacher, a therapist, a teaching assistant and an OT assistant. Within the primary department there are two classrooms, a playroom, a quiet room and a small library. The primary pupils have an enclosed playground which is accessed from one of the classrooms. In the junior class there is one classroom, a playroom, a small kitchen and wet play area as well as a large enclosed space for outside play. Junior pupils can also access the primary playground.

There are 11 classrooms in the secondary department which include specialist rooms for science, ICT, Design Technology, Musi, Food Technology, Art and Drama. In

addition there is a sports hall, a swimming pool, a library and 6 Speech and Language Therapy rooms. an Occupational Therapy room, a Sensory Integration room, a Well being Suite an outdoor classroom, a Horticulture learning area, a Motor Vehicle Maintenance learning area and a sensory garden,

The school has a separate building used for pupils who benefit from enhanced resourcing. This building has individual rooms for pupils to work in as well as communal areas they can enjoy together. This facility supports pupils who are historically poor attenders, school refusers or who may have been out of school for a significant period of time.

The school has extensive grounds with facilities for outside play, hard play areas and sports facilities.

Resources are allocated amongst the pupils according to their needs as outlined in their statements of special educational needs.

The school has two residential houses for the boarding pupils.

## **Working Together to Safeguard Children**

The school is committed to safeguarding all pupils (see the Safeguarding Policy)

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- **Health:** Pupils are taught about healthy life styles, including sexual health through SRE. The school has Healthy Schools Status. Residential pupils are registered with a local GP. The school employs a part time nursing auxiliary and several staff are trained first aiders. The school has a close relationship with local CAMHS offices as well as employing a Psychotherapist.
- **Community Safety:** Pupils are taught about e-safety and are aware of the schools e-safety policy. The school has an anti- bullying co-ordinator and plans events for Anti- Bullying Week to raise awareness. (this includes discrimination based on gender, sexuality, religion or race) All pupils and families are aware of staff responsible for Safeguarding. 'Stranger Danger' is taught to all pupils but especially Primary and KS3. The Community Police Officer maintains close contact with school and responds to any invitation to come into school to support individuals or small groups. The school site has CCTV cameras and keypad locks on all external doors. Staffing ratios are high (generally 1:3) this includes the boarding houses.
- **Achievement:** Pupils follow the National Curriculum and are offered study and qualifications appropriate and differentiated to their needs and skills. Special arrangements are applied for public examinations. Pupils are encouraged to participate in team and individual sports, drama and media productions and have opportunities to enter national competitions e.g The National Schools Art Exhibition. Pupil attendance is well monitored and supported (e.g school refusers are supported by key staff to regain their desire to learn in a school environment. Outreach work bridges the gap very successfully).

- **Pupil Contributions:** Pupils are elected onto the School council by their peers. There are 2 pupil governors. Pupils are nominated annually for the Shine A Light Award – each year has secured a winner. Pupils are also invited to speak at prestigious events e.g House of Lords, House of Commons, Kent University.
- **Economic Wellbeing:** Pupils are prepared for the world of work through work experience, work placements, apprenticeships and supported employment all linked to the Gatsby Benchmarks. Teaching and modelling of application processes and interview techniques. Breakfast club, after school club as well as extended days and some overnight stays provide pupils and families with much needed financial and respite opportunities. The school employs a Family Liaison Officer (Well being Lead (Families)) who visits pupils' homes regularly to offer support, advice and guidance.

## ANNUAL REVIEWS

The annual review is a statutory requirement of the 1981 Education Act. It has been updated by the Code of Practice 2014.

The purpose of the annual review is fourfold:

- To review the progress of individual pupils in relation to their EHCP's and National Curriculum Attainment Targets.
- To review the pupil's placement at Dawn House School and ensure that it is still appropriate.
- To recommend and amendments to the EHCP.
- To set targets for the next year.

If the school/family/LA feel that the pupils needs can no longer be met at the school an emergency meeting would be arranged to discuss and plan for the next steps when the school would support a managed move to more appropriate provision.

## SECTION 6

### SUPPORTING PUPILS AND FAMILIES

Paragraph 6.79 of the SEND Code of Practice requires schools to produce an SEN Information Report which is updated annually to reflect changes and plans within the school. This report describes the current provision within Dawn House School and can be accessed from the home page of the school's website:

<http://www.dawnhouseschool.org.uk/>

The school works with 13 placing authorities. Each of the local authorities are required to publish their local offer which should be found on the SEND page of the local authority's website.

Dawn House School local offer for SEND can be downloaded from the downloads section of the home page of the school's website:

<http://www.dawnhouseschool.org.uk/>

The school is fortunate to have a wide range of staff working together within the school to support the children, young people and their families. Most are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors; speech and language therapists and occupational therapists and assistants; learning mentor and family liaison officer (now Well being Leads - Pupils and Families). Admin staff are also school employees as are catering and domestic, maintenance and premises staff, the nursing auxiliary and residential care staff. The school also employs a child psychotherapist who attends the school weekly. The team work collaboratively together to provide what is known as a *Trans-disciplinary approach*.

The school also works collaboratively with professionals from other agencies such as colleagues from CAMHS; health; social care; educational psychologists; targeted support teams (such as teachers for the hearing impaired) and SEN officers from placing authorities all of whom provide training and / or advice on individual pupil's needs.

Admission arrangements for pupils are also available on the school website <http://www.dawnhouseschool.org.uk/> and are described below.

Parents or Local Authorities refer children and young people to the school when it is felt that they have a speech, language or communication difficulty, or a diagnosis of Asperger's syndrome, which is preventing them from making progress at school. An independent multi-disciplinary assessment can be carried out by the Assessment Service to provide advice or to determine whether a place at the school would be appropriate.

The assessment takes place over two days. It includes some formal testing and observations within class and during leisure times. The child / young person joins a class in the school appropriate to his / her age for the two days. If a boarding place is being requested, the assessment will include an overnight stay and observation in the residential setting. The assessment is carried out by an assessment team of specialist teacher, speech and language therapist and occupational therapist. The team will engage other professionals as appropriate.

The Head of Assessment Service feeds back to parents and authority at the end of the two days and a full written report is provided shortly afterwards, usually within 3-4 weeks.

The assessment service is available to parents and professionals seeking advice about a young person's communication difficulties, strategies and approaches for learning and educational provision. If appropriate, a formal offer of a place is made to the referring local authority, or to the parents / carers (if they are seeking private placement) or to the SEN Disability Tribunal. Arrangements for admission are made at an appropriate time following the assessment.

The school seeks to co-operate fully with parents and LA's, as well as the SEN Disability Tribunal, on those occasions when parents appeal to the tribunals over the issue of placement.

The school's admission policy can be accessed via the download section of the home page of the school's website: <http://www.dawnhouseschool.org.uk/>

Parents and Carers can live a considerable distance from the school and therefore the school has a variety of systems in place to ensure lines of communication remain open.

The school's Communication with Parents policy sets out the arrangements for home/school contact.

At Dawn House School the class sizes are small, which allows for individual learning and teaching. Personal as well as academic skills are to encourage the development of confident, well-adjusted, sensitive and independent young people.

Currently all pupils at Dawn House School have an EHCP from their referring Local Authority, but it would only be in exceptional circumstances that a student would be disapplied from the full National Curriculum entitlement.

All pre 16 pupils at Dawn House School have access to a broad, balanced and relevant curriculum including the National Curriculum, RE and personal, health, social and citizenship education. In order to meet the needs of our pupils, teachers and speech and language therapists and learning support assistants work together to plan and deliver teaching and therapy appropriate to each individual pupil. This may take place in whole class settings, small groups or individually.

In the primary department, pupils are taught in mixed age class groups for most subjects by a team of teacher, therapist and support assistant.

In the secondary department, pupils are grouped in chronological year tutor groups. They follow a secondary timetable moving to specialist rooms and taught by subject specialists. They are supported by a core team which includes: form tutor, therapist, and learning support assistant. Other key members of staff may be involved for specific planning e.g. Occupational Therapist, Psychotherapist.

Should an exceptional or alternative curriculum be necessary for a pupil, the form teacher should first discuss this with the Head of Education who will advise before initiating discussion in school with the Senior Leadership Group, with parents and with the LA. The annual review process should be used for this dialogue.

In the 6<sup>th</sup> Form department, learners follow a programme that supports their chosen pathway. All students follow an academic or vocational qualification. Students could undertake this at West Nottinghamshire College or Lincoln College, Newark, some students access a work placement with local businesses. Other students may undertake their course on the DHS site only. Dawn House School supports the

achievement of the qualification wherever it is taught. In addition students follow literacy, numeracy and life skills courses at DHS.

Access arrangements for examinations and SATs are co-ordinated by the examinations officer, who has successfully completed the British Psychological Society Educational Testing qualification. The exams officer screens pupils / students and co-ordinates applications for and implementation of access arrangements to ensure all students are supported to fulfil their potential.

All transitions are well planned for throughout the school as children and students move from class to class and phase to phase. Parents / carers have the opportunity to meet the new core team.

The Year 9 Annual Review has a statutory Transition Plan as part of the procedure to make arrangements for post-16 provision. All transition reviews follow a person centred approach. The review in Year 11 confirms and amends plans for life after school.

Careers Education and Guidance naturally forms an essential and more substantial part of the curriculum as a pupil reaches the final years of schooling. Much time is devoted to working with pupils through the necessary skills and attributes that they require to pursue realistic educational and vocational opportunities. Work experience and visits to Colleges of Further Education are arranged through effective liaison with parents and personal advisors. As part of their transition programme pupils may spend time at their chosen colleges often supported by Dawn House School staff.

Careers Education and Guidance at Dawn House School is monitored by the school's Head of Education working alongside our Family Support Worker who has a Careers Advisor background.

## **SECTION 7**

### **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 off site visits and P.E. Some children with medical conditions may be physically disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils have an EHCP which brings together health and social care needs, as well as their special educational provision as outlined in the SEND Code of Practice (2014).

Pupils with medical conditions and pupils who have regular prescribed medication are supervised and monitored by the school nurse who co-ordinates all matters relating to the health and medical needs of the pupils. A health care plan is produced for each pupil which details the provision required to meet their needs. Medical records are kept for all our pupils.

The nursing auxiliary meets with parents and carers when their child is admitted to the school in order to compile their medical history. Further details about our practice in the safe handling of medicines can be downloaded from the school's website.

<http://www.dawnhouseschool.org.uk/medical-arrangements>

## **SECTION 8**

### **MONITORING AND EVALUATION OF SEND**

Assessment is an integral part of teaching and therapy. Staff use assessment to measure what each pupil has achieved and to plan the next step in their learning. Assessment also helps staff to have clear and accurate information about what pupils find difficult and this enables staff to target interventions more effectively. At the end of each key stage in a pupil's school career, assessment helps the school to record what the pupil has achieved in that stage of his or her school career. In the secondary part of our school, assessment also helps staff to guide pupils towards making choices about courses to follow.

Pupil progress is carefully monitored through monitoring systems and the use of APP for recording attainment. Although levels have been recently removed, target setting within the school continues to be informed by National Data sets such as Progression Guidance and Transition Matrices. Comparison with national data sets informs target setting to ensure students are challenged to fulfil their potential. National data sets also enable senior leaders to measure the impact the school has on the educational outcomes of all pupils and to draw comparisons with the educational outcomes of other similar settings.

This approach ensures targets are ambitious and have, over the years, had a significant impact on students' educational outcomes which routinely exceed upper quartile predictions of national data sets when a student completes the key stage in its entirety at Dawn House.

The school's leaders routinely engage in rigorous self-evaluation to gauge the impact of school's work in meeting the needs of students.

External consultants are employed to support I CAN in monitoring the quality of the work and the school OFSTED inspections are carried out entirely and routinely by respective bodies.

## **SECTION 9**

### **TRAINING AND RESOURCES**

In-service training needs are identified by the leadership group through annual performance management reviews.

The training programme aims to meet the training needs throughout the year and is delivered to the whole school or targeted groups as appropriate.

Staff training is ongoing throughout the year and staff are welcome to apply to their line manager for external training opportunities. In order to maintain and develop the quality of teaching, therapy and care and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and this is monitored through the performance management cycle

All staff undertake induction on taking up their 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 staff induction process is monitored by the appropriate line manager. Specific training is part of the induction e.g. Introduction to Speech, Language and Communication Difficulties. The school has attained Investors in People status.

The schools SENCo regularly attends network meetings through Edge Hill University and keeps up to date with national agendas in SEND.

The school is a member of NASEN and the Communication Trust.

## **SECTION 10**

### **ROLES AND RESPONSIBILITIES**

The Senior Leadership Group are responsible for ensuring that this policy is secure in all aspects of school life. They ensure this with regard to other relevant policies.

- The Principal has overall responsibility for the pupils and the school as well as management of the budget including PPG/LAC funding.  
**The Principal is Jenny McConnell.**
- The Head of Therapy/Therapy Leads has responsibility for all therapies delivered in school as well as the strategic management of therapy teams.  
**The Head of Therapy is Andrea Robinson**
- The Head of Care/School Site Manager has responsibility for the residential provision in the school and for the residential Child Care Officers. In addition he has responsibility for all site management issues and the teams involved e.g domestic, catering and maintenance.  
**The Head of Residential Care is Rebecca Baxter**
- The Head of Assessment Service and 6<sup>th</sup> Form is also the school's SENCO and has responsibility for pre entry assessment arrangements and admission arrangements.  
**The Head of Assessment Service & 6<sup>th</sup> Form and school SENCo is Heather Benjamin**

- The School Business Manager is responsible for school finances and personnel.

**The School Business Manager is Julie Huddleston**

- The nursing auxiliary is responsible for the pupil's medical needs. There is also a team of first aiders.

**The Nursing Auxiliary is Ruth Howe**

- There is a Head of Education and one Assistant Head of Education as well the Head of 6<sup>th</sup> Form. They are responsible for the curriculum, staff deployment and monitoring of teaching and learning.

**>The Assistant Head of Education is Jacinta Burke**

**>The Head of Education is Julie Magilton**

## **STORING AND MANAGING INFORMATION**

Please see the following documents which confirms Dawn House School and our suppliers' compliance with the Data Protection Act (DPA):

- DHS Data Protection Policy
- Cloud Technology - Microsoft Ltd – Cloud Software Services for Schools - supplier self-certification statements with service and support commitments

## **SECTION 11**

### **REVIEWING THE POLICY**

## **SECTION 12**

### **ACCESSIBILITY**

- The ethos and principles of the school is to remove barriers to learning for all pupils.
- Teachers and therapist differentiate the curriculum, as needed, for all pupils
- All pupils are included in off site visits and staffing and transport is organised appropriately
- The school is arranged on one level making physical access available for all
- The school currently holds Dyslexia Friendly Status
- The school's SENCo is also qualified in multi-sensory impairment and currently maintains links with the LA's teacher of the deaf for additional advice and guidance.
- Teachers and therapist are skilled in using Communicate in Print and Clicker 5 programmes to differentiate resources as required
- Pupils are provided with any additional resources they require to manage their sensory processes e.g. ear defenders, wobble cushions

- The school has an OT who is fully qualified in Sensory Integration and the school has a dedicated Sensory Integration room
- The school employs a Psychotherapist to work with pupils and their families as well as staff
- The school maintains links with other agencies e.g CAMHS, Social Services, in order to meet all of a pupils needs
- Information going out of the school can be sent in a preferred format to any recipient
- Parents can contact key staff in school by email or telephone at any time. The school does have an open door policy and therefore parents can turn up to school and ask to meet with a member of staff. If they are not available, or cannot be made available, another member of staff will meet with the parent
- Further information is available in the Accessibility Policy which can be downloaded from the downloads section of the home page of the school's website: <http://www.dawnhouseschool.org.uk>

## **SECTION 13**

### **DEALING WITH COMPLAINTS**

Complaints should be raised with the member of staff and/or refer the Principal / Head of Education. The school aims to resolve any complaints quickly and informally. However, where this is not possible, the formal complaints procedure is followed in such circumstances. Copies of the complaints procedure can be accessed from the school's website <http://www.dawnhouseschool.org.uk/keeping-safe> hard copies are available to any parent or carer on request. I CAN's CEO acts as the organisation's complaints officer for issues or concerns from parents, carers, LAs or others if these matters are not satisfactorily resolved within the school.

Parents also have a right to take their concern or complaint to Ofsted

Ofsted, Compliance Investigation Enforcement Team,  
Royal Exchange Buildings  
St Ann's Square, Manchester, M2 7LA –  
Tel: 08456 404045

Written complaints and plaudits are filed in hard copy in a locked file room and are examined half termly during the unannounced monitoring visits by a Care Standards Officer

Pupils have an appropriately formatted booklet which advises them on the process of making a complaint

## **SECTION 14**

### **BULLYING**

- At Dawn House School all members of the school community treat one another with fairness and respect.
- At Dawn House School everyone has a right to feel welcome and safe and included. No-one should be bullied, threatened or left out in any way.
- At Dawn House School everyone should understand and accept that members of our school community come from many different backgrounds and cultures. This makes our school an interesting place in which to learn.
- At Dawn House School we do not make comments or jokes that make others feel uneasy or unhappy by making fun of people's differences, be it their race, gender, class, sexuality, ability or appearance.

**The Anti-Bullying Co-Ordinator is Amanda Stringfellow**

Everyone at Dawn House School will work to support these principles. The school's Anti Bullying Policy can be downloaded from the school's website by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe> *The Anti-bullying Policy can be found towards the bottom of the 'Keeping Safe' page.*

The code of conduct is very important as it sets the standards of behaviour that we expect of every member of our school community. However, we recognise that the needs of our pupils mean that achieving this standard is a challenge for some.

Our aim is to support the pupils in developing an appropriate standard of behaviour and to enable them to take control of their own behaviour management. To help them in this our behaviour management policy sets out the steps towards this and the sanctions that are used when behaviour falls below expectations. The staff work to eliminate undesirable behaviour such as rudeness, aggression and bullying and to reward good behaviour in a positive way.

The school's behaviour Management Policy can be downloaded from the school's website by following the link below:

<http://www.dawnhouseschool.org.uk/keeping-safe>