



SEN Policy September 2018/19

- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012 This policy was created by the school's SENCO.
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.

SECTION 1

The Inclusion Team:

Dartford Primary Academy has an Inclusion Team which are directly responsible for SEN, these are:

Harriet Carter – Vice Principal

Sheila Mayes – Assistant SENCO (Junior Site)

Anna Reid – Assistant SENCO/FLO (Infant Site)

Audrey Rose – Pupil Support Mentor (Junior Site)

Marion Mealin – FLO (Junior Site)

Chantelle Wood – SEN administrator

Dartford Primary Academy Beliefs and Values:

- Dartford Primary Academy aims to give every student the opportunity to develop his/her potential to the full. It recognises that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- Dartford Primary Academy is committed to ensuring all students receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities.
- Dartford Primary Academy and all staff believe that every teacher is a teacher of every child or young person, including those with SEN.

SECTION 2

Dartford Primary Academy SEN aims:

- The school is committed to raising the aspirations of and expectations for all students with SEN. The school reviews the progress of all its students on a termly basis during pupil progress meetings (PPM) and it is our absolute priority to make certain that all students are achieving as well as they can at all stages of their schooling. If we are concerned that a student's progress could be improved, initially Quality First Teaching strategies in the classroom will be reviewed and amended as appropriate.

If all recommended Quality First Teaching strategies are in place and progress remains unsatisfactory additional interventions and provision will be put in place. Our focus is achieving the best possible outcomes for all students.

Dartford Primary Academy Objectives SEN:

- To identify and provide for students who have special educational needs and additional needs.

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs students.

SECTION 3

Identifying Special Educational Needs:

- There are four broad areas of need (SEND COP 2015) for which Dartford Primary Academy is responsible for planning provision:
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs
- The purpose of the identification of a SEN is to establish what action Dartford Primary Academy needs to take to best support our students. Dartford Primary Academy identifies the needs of students by considering the needs of the whole student, not just the special educational needs.
- Dartford Primary Academy is clear that only those students who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need, which Dartford Primary Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.
(Please refer to Dartford Primary Academy’s Behaviour policy)
- At Dartford Primary Academy **all** teachers are responsible and accountable for the progress and development of **all** students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching in class and phased learning for individual students, is the first step in responding to students who have or may have SEN.
- Dartford Primary Academy carefully regularly and reviews the quality of teaching for all students, including those at risk of underachievement. Members of staff are formally observed throughout the year and where problems are identified robust support is immediately put in place with a follow up observation within two weeks.

- Work scrutiny's are regularly carried out as part of the monitoring process which is led by the Senior Leadership team, on a termly basis. Teachers and support staff also attend Pupil Progress meetings which are chaired by a member of the Senior Leadership Team.
- The school is committed to making certain all teachers are including all students in all lessons and differentiating where appropriate and necessary. CPD training around differentiation for SEN will run in the academic year 2018-19 and SEN training has been offered to all staff on an annual basis. All SEN training is focused around the needs of the students in the Academy.

SECTION 4:

A Graduated Approach to SEN Support:

- When Dartford Primary Academy decides to make special educational provision this decision is made with the consideration of all staff linked with the specific student.
- All of the information gathered from within the school about the student's progress, alongside national data and expectations of progress, is taken into consideration.
- Dartford Primary Academy will seek the views and opinions of the parents/carers and students in making decisions about the SEN support put in place.
- Dartford Primary Academy identifies and manages students with SEN status by the following process outlined below:

Assess

Plan

Do

Review

- This process will take place three times a year in terms 2, 4 and 6. (See Appendix A for a flow diagram which outlines the process.)

Assess:

- Information collated from all teaching staff who teach students with SEN status
- Information collated from teaching team that are responsible for the students with SEN status
- Current rate of progress for all subjects acquired
- Information from parents of students with SEN status sought
- Information from students with SEN status sought– what is working well / what needs to be done differently
- Any outside specialist assessments requested where appropriate (i.e. Educational Psychology, CAMHS, Behaviour Support Service, Speech and Language)
- Current Provision Map for all students with SEN status reviewed – what has been tried already and what was the impact of this intervention?

Plan:

- Using the information acquired decisions are then made regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and students consulted on any adjustments, interventions and support to be put in place and information to be on an Provision Plan.
- All staff working with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required.
- Planning put in place at this stage will be until the next APDR cycle
- Planning is recorded formally on an APDR form
- Changes are reported on the SEN register and provision maps

Do:

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates / changes on the SEN register and provision map/personalised plan.

Review:

- The effectiveness of the support and interventions and their impact on the student's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all students with SEN status are reviewed informally by the SENCO on a termly basis.
- Where the needs of a student are more complex and they require support from an external agency / provider the school will endeavour to obtain this support. Dartford Primary Academy will involve parents and students at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the Vice Principals and Executive Principal.

SECTION 5

Criteria for exiting the SEN register

- All parents with children with an EHCP will be invited to attend yearly Annual Reviews where their children will be discussed; all professionals who are working their child will also be invited. This review gives the school/parent the opportunity to add/amend the child's EHCP and make new targets.
- Students' progress is tracked regularly as part of Quality First Teaching. Students with SEN are discussed as part of the pupil progress meetings for that class. Regular inclusion meetings are also held where teachers can identify and meet with the Inclusion Team regarding any concerns.
- APDR meetings are held in terms 2, 3 and 4 where the provision in place for all SEN status students and EHCP students are assessed.

- If students with SEN status no longer require additional specialist support to make the progress that the school expects of them they will be discussed at the next available Pupil Progress Meeting to determine whether they can come off the SEN register.
- Students with EHCP will remain on the SEN register for as long as they have their ECHP.
- The decision to remove a student from the SEN register will be taken by the school if the child no longer meets the criteria for SEN support and parents will be informed. Below is the definition of SEN support, from the Kelsi website <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-support>:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching or exceeding the nationally prescribed threshold for schools and colleges, and SCARF funding for EYFS). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

SECTION 6

Supporting Students and Families

- Parents can view all available additional support services offered by Kent Council on their web page from the Kent County Council LEA Local Offer.
- The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity
- Parents of students with SEN status and EHCP will be invited to an informal coffee morning/afternoon three times a year to meet with the SEN team.

- Parents can contact the Inclusion team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and students with any SEN concerns.
- Information about SEN students is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff termly.
- If an SEN student transfers to a new school the Inclusion team will contact the new school or education provider to share all appropriate information prior to transition.
- The Inclusion Team have a good transition phase in place for the transition to support students and families to aid the transition between KS1 and 2 and KS2 and KS3. This includes meetings with Phase Leaders, Class teachers and Parents. When moving from KS2 to KS3 the SENCOs and Year 6 teachers work on a phased induction if necessary, in the Summer Term with additional visits to the school and interaction with the SEN team.

SECTION 7

Supporting Students at school with Medical Conditions

- The school recognises that students at Dartford Primary Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- Students who have to take medication during school or have special dietary requirements will be issued a Health Care Plan (HCP) which will be signed by the parent and Vice Principal. Copies of the HCP will be kept with the class teacher, first aid room and school office. All HCP are reviewed by the school yearly, if however, medication changes it is the parent's responsibility to inform the school.

SECTION 8

Monitoring and Evaluation of SEND

- Dartford Primary Academy regularly and carefully monitors and evaluates the quality of provision we offer all students.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

SECTION 9

Training and Resources

- SEN is funded through KCC and all mainstream schools are provided with resources to support those with additional needs, including students with SEN and disabilities. This funding is determined by a local funding formula.
- Dartford Primary Academy has an amount identified within its overall budget called the notional SEN budget but this is not a ring-fenced amount and Dartford Primary Academy endeavours to provide high quality appropriate support for SEN students from the wider budget where appropriate and necessary.
- Students with SEN can have additional top-up funding provided to help meet their needs if KCC deem it appropriate. This is typically allocated where the needs of an individual student exceed the nationally prescribed threshold (approximately £6,000) and is applied for using the Higher Needs Funding application process via Kelsi.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students the SENCO, KS1 and KS2 support teachers run training for inclusion and phased learning for SEN throughout the year; all staff are invited to attend this training.
- When specific training is needed to support the needs of an individual student, training is delivered to all members of staff who are involved with the student on a regular basis.

- Where possible Dartford Primary Academy involves the support of external providers to support training needs.
- Dartford Primary Academy's SENCO attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The SENCO is part of a Primary SENCO network within the local area. The trust also holds fortnightly meetings with Educational Psychologist and other SENCO's, this is called Trust Liaison Committee (TLC) to gain further knowledge and support from other professionals. The SENCO will be also expected to attend the LIFT meetings which aids us to, refer children for specialist teacher intervention, Educational Psychologist referral from Kent and most importantly to request application for an EHCP.

SECTION 10

Roles and Responsibilities

- The Executive Principal, Karen Major, Vice Principals, Harriet Carter and Jennifer Hayward along with Marion Mealin and Anna Reid are the Designated Child Protection Co-ordinators.
- The Vice Principal, Harriet Carter and the Family Liaison officer, Anna Reid are responsible for LAC students across the Academy.

SECTION 11

Storing and Managing Information

- Dartford Primary Academy recognises the importance of appropriately managing and storing documentation associated with SEN.
- When receiving confidential documentation through the post, letters are received via the SEN Administrator and forwarded to the Inclusion Team for further action.

SECTION 12

Reviewing the Policy

- The new SEN policy will be reviewed on an Annual basis given the climate of reform and extent of changes at a National Level.

SECTION 13

- **Accessibility**
- The Local Authority has designated Dartford Primary Academy as capable of accommodating students with physical impairments.
- All classrooms and specialist teaching areas are accessible to all students.
- Disabled Toilet provision throughout the school is adequate.
- Safe routes via ramps exist on the site.
- Safe storage facilities for wheelchairs and specialist equipment are available.
- Emergency evacuation routes have been identified and procedures implemented for all disabled students
- All disabled students are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.
- The SEN team have very positive relationships with the parents and carers of the disabled students in the school setting; parents and carers of these students can contact the SEN team directly by email or telephone.

SECTION 14

Dealing with Complaints

- If parents and carers have complaints about the SEN provision within the school they can address these directly with the Executive Principal or the Vice Principals. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

SECTION 15

- **Appendices**
- Appendix A APDR flow diagram
- Appendix B Personalised Plan

Process for identifying and supporting SEN

A member of staff has a concern regarding a student's progress. Quality first teaching is the first step in responding to student's who have or may have SEN. Parent informed. Classroom based strategies and personalised/differentiated curriculum implemented. Student progress reviewed after 6-8 weeks

IMPROVEMENT

Continue to monitor and maintain successful differentiated approach

NO IMPROVEMENT

Consult Year Leader, Phase Leader and Assistant SENCo. Class teacher to organise a full report to look into academic ability, welfare and behaviour if needed. Consult parents and student where necessary. New in class strategies agreed and recorded on Provision map. All teaching and support staff are informed of classroom based strategies/interventions. Student progress reviewed after 6-8 weeks

IMPROVEMENT

Differentiated strategies and personalised curriculum remains in place. Progress monitored through termly grade rounds

NO IMPROVEMENT

Consult SENCO Information provided on what classroom based strategies and approaches have been used to support student. SENCO to look at providing SEN strategies within classroom and support from external provider to use within the classroom.

SENCO implements graduated approach - Assess, Plan, Do, Review (PDR) process. Personalised plan to be completed.

Assess - SENCO carries out more in-depth assessment of student's needs. Specialist assessments requested where appropriate

Plan - SENCO, parents, pupil and teaching staff agree adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. Date of review agreed

Do – Interventions implemented

Review – The effectiveness of the support and interventions and their impact on pupils progress reviewed

- Student added to SEN register with SEN status
- SIMS / Provision Map updated
- Parents informed that their child is receiving this support
- Teaching staff are informed of the additional support

SENCO initiates a statutory assessment if pupil continues to make no progress under the graduated

[Name's] Personalised Plan started on [Date]

<p>1. The Outcome I am working towards</p>				
<p>2. What I need to help me (resources)</p>		<p><i>3. Resources/training for which funding has been applied/agreed</i></p>		
<p>4. Ways to help me best (strategies)</p>				
<p>5. Extra support I need (intervention)</p>	<p>6. How often I need this and who will provide it</p>	<p>7. What I need to achieve by the next review</p>	<p>8. How well did it work?</p>	<p>Date</p>
<p>In-year meeting 1</p>	<p>Provider signature</p>	<p>Young person/parent/carer signature</p>	<p>Comments</p>	<p>Date</p>



In-year meeting 2	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 3	Provider signature	Young person/parent/carer signature	Comments	Date