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SECTION 1

Definition of SEND:

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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2014, p 4)*

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Additionally, the definition of what constitutes as SEN Support is as follows:

"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." (KCC June 2016)

Definition of disability:

Many children and young people who have SEN may also 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' *SEN Code of Practice (January 2015)*

Beliefs and Values:

- Dartford Primary Academy aims to give every pupil the opportunity to develop his/her potential to the full. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil 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 pupils 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

Aims and objectives:

The school is committed to raising the aspirations of and expectations for all pupils with SEN. The school reviews the progress of all its pupils on a termly basis during pupil progress meetings (PPM) and it is our absolute priority to make certain that all pupils

are achieving as well as they can at all stages of their schooling. If we are concerned that a pupil's progress could be improved initially Quality First Teaching strategies in the classroom will be reviewed and amended if 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 aims are to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.

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 pupils. Dartford Primary Academy identifies the needs of pupils by considering the needs of the whole pupil, not just the special educational needs.

Dartford Primary Academy is clear that only those pupils 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 Service personnel*
- *Identifying behaviour is not always identified as a SEN need.*

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** pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching in class and phased learning for individual pupils, is the first step in responding to pupils who have or may have SEN. Dartford Primary Academy regularly reviews the quality of teaching for all pupils, 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. Book checks 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 pupils in all lessons and differentiating where appropriate and necessary. CPD training around differentiation for SEN will run in the academic year 2020-2021 and SEN training has been offered to all staff on an annual basis. All SEN training is focused around the needs of the pupils in the Academy.

SECTION 4

The graduated response 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 pupil. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is taken into consideration. We will seek the views and opinions of the parents/carers and pupils in making decisions about the SEN support to be put in place. Dartford Primary Academy identifies and manages pupils with SEN status by the following process outlined below:

Assess
Plan
Do
Review

Assess:

- Information collated from all teaching staff who teach pupils with SEN status
- Information collated from teaching team that are responsible for the pupils with SEN status
- Current rate of progress for all subjects acquired
- Information from parents of pupils with SEN status sought
- Information from pupils 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 pupils 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 pupil to make better progress / achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and pupils consulted on any adjustments, interventions and support to be put in place and information to be on a Provision Plan.
- All staff working with the pupil 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.
- Provision maps/personalised plans are used by class teachers to inform their planning.

Review:

- The effectiveness of the support and interventions and their impact on the pupil'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 pupils with SEN status are reviewed informally by the SENCO on a termly basis.
- Where the needs of a pupil 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 pupils at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the Vice Principals, Principal and Executive Principal.

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

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.

Pupils' progress is tracked regularly as part of Quality First Teaching. Pupils 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.

SEN review meetings are held in terms 2, 3 and 4 where the provision in place for all SEN status pupils and EHCP pupils are assessed.

If pupils 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.

Pupils with EHCP will remain on the SEN register for as long as they have their EHCP. The decision to remove a pupil from the SEN register will be a joint one with the School, parents and pupils concerned.

SECTION 6

The name and contact details of the SEN Co-ordinator

The SENCO at Dartford Primary Academy is Charlotte Casey, who is a qualified teacher and has been in post for The Leigh Academies Trust as SENCO since September 2019.

Mrs Charlotte Casey is available on 01322 224453 or charlotte.casey@dartfordprimary.org.uk

SECTION 7

The Inclusion Team:

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

Jenni Haywood – Vice Principal
Charlotte Casey - SENCO
Sheila Mayes – Assistant SENCO
Anna Reid – FLO
Marion Mealin – FLO/Attendance
Audrey Rose – Pupil Support Mentor

Jenni Haywood, Charlotte Casey, Anna Reid and Marion Mealin are all Designated Safeguarding Leads (DSL) Alongside, Mike Kenny, Stuart Mitchell, Jodie Clark and the Principal, Rebecca Roberts

Charlotte Casey is responsible for children in care across the Academy.

SECTION 8

Supporting Pupils at school with Medical Conditions

The school recognises that pupils 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 pupils 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.

Pupils who have to take medication during school or have special dietary requirements will be issued an Individual Health Care Plan (IHCP) which will be signed by the parent and the school. Copies of the IHCP will be kept with the class teacher, first aid room and school office. All IHCP are reviewed by the school yearly, if, however medication changes it is the parent's responsibility to inform the school.

SECTION 9

Support available for improving the emotional and social development of pupils with special educational needs.

At Dartford Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g.:

- PSHE
- Reading Buddies
- Playground Buddies
- and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g.:

- External Counsellor
- ELSA Teaching Assistant
- Pastoral Support Officer
- FLO
- Lego therapy
- Time Out – Quiet spaces
- Emotional Regulation Strategies
- Games Clubs
- Lunchtime and Break time Quiet Clubs
- Individual Work Stations

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately.

This will usually require additional and different resources, beyond that required by pupils who do not need this support.

SECTION 10

Supporting Pupils 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.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 pupils 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 pupils with any SEN concerns.

Information about SEN pupils 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 pupil 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 very good transition phase in place for the transition to support pupils 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.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information and Support Advice Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am to 5pm

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

<https://www.kent.gov.uk/education-and-children/special-educational-needs/assessments->

SECTION 11

Monitoring and evaluation of SEND

Dartford Primary Academy regularly and carefully monitors and evaluates the quality of provision we offer all pupils.

The SEN Governor meets with the SENCO officially 3 times a year but informal contact is maintained throughout the course of the academic year.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

SECTION 12

Transition of pupils with SEND

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Dartford Primary Academy, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Foundation Stage teachers and teaching assistants visit all children prior to school entry both at their pre-school setting and in their home. They meet with pre-school staff and meet with the children during transition days, usually held in July, prior to entry to school.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition to secondary education is supported with additional visits to the destination school, meetings with Dartford Primary Academy SENCO, parents and destination school staff and pupil information made available via a pupil profile/transition events held in the local area.

SECTION 13

Training and resources

SEN is funded through KCC and all mainstream schools are provided with resources to support those with additional needs, including pupils 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 pupils from the wider budget where appropriate and necessary.

Pupils with ECHP 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

pupil exceeds 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 pupils the SENCO, assistant SENCO and FLO 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 pupil, training is delivered to all members of staff who are involved with the pupil on a regular basis.

Where required 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 (EP) and other SENCO's, this is called Trust Liaison Committee (TLC) to gain further knowledge and support from other professionals and to refer to the Trust EP where additional support and advice is required.

The SENCO will be also expected to attend the LIFT (Local Inclusion Forum Team) meetings which aid us to refer children for specialist teacher intervention, Educational Psychologist referral from Kent and most importantly to request application for an EHCP.

SECTION 14

Expertise of staff at Dartford Primary Academy

All teachers and teaching assistants have had the following training:

ASD Awareness

Dyslexia Foundation Level Training

Phonics Training

Behaviour Management Awareness

In addition, there are teachers and teaching assistants have received the following enhanced and/or specialist training:

Team Teach

Lego Therapy

ELSA

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Milestone Academy, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

SECTION 15

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 Office Manager and forwarded to the Inclusion Team for further action.

SECTION 16

Accessibility

The Local Authority has designated Dartford Primary Academy as capable of accommodating pupils with physical impairments.

All classrooms and specialist teaching areas are accessible to all pupils.

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 pupils

All disabled pupils 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 pupils in the school setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

SECTION 17

Dealing with complaints

If parents and carers have complaints about the SEN provision within the school they can address these directly with the Principal. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times. Please refer to the Academy Complaints policy.

SECTION 18

Reviewing the Information Report

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

APPENDICES

Appendix A:

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 (September 2015)

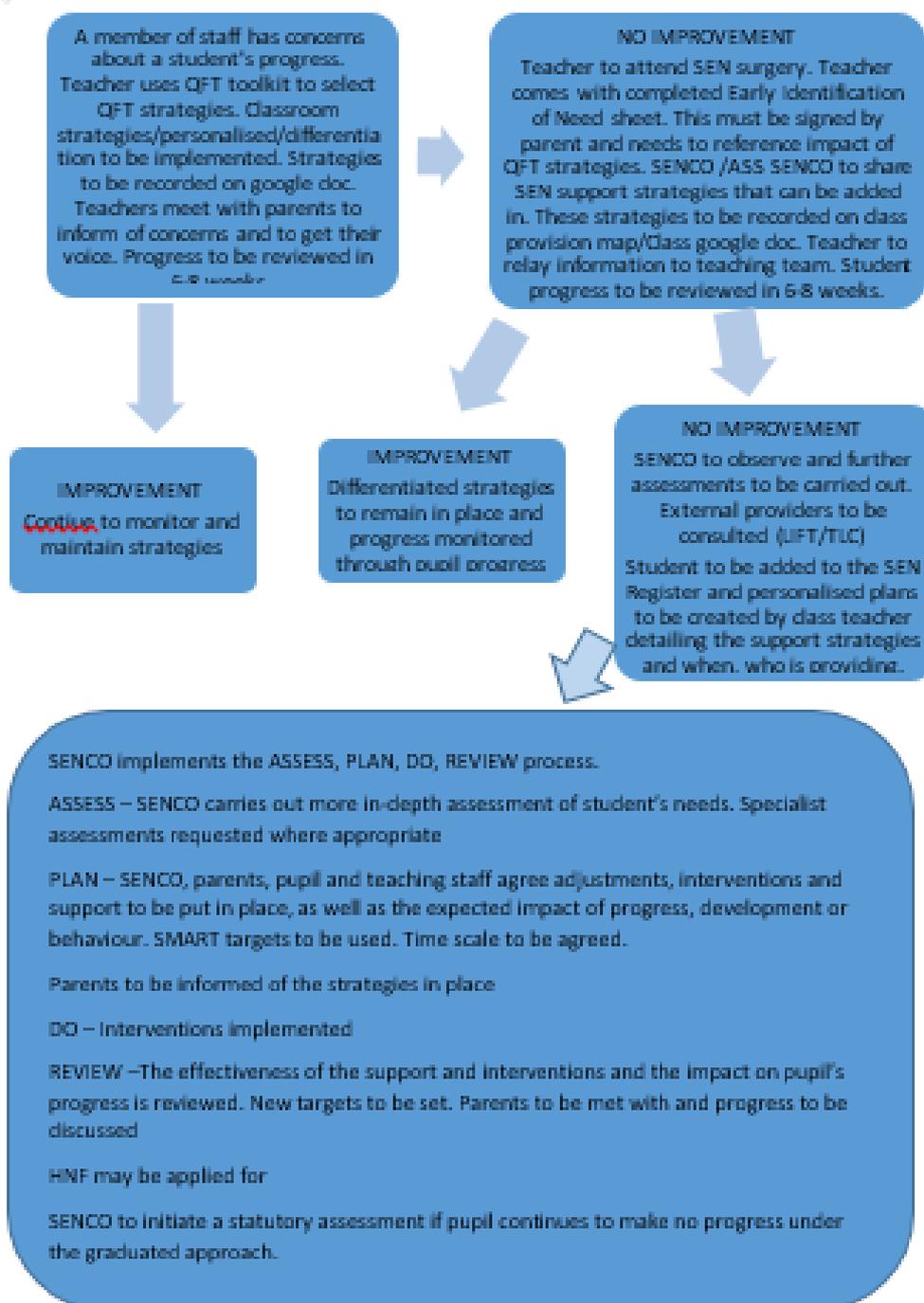
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- This policy was created by the school's SENCO.
- 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.

Appendix B:

Process for identifying and supporting SEN



IDENTIFICATION AND SUPPORTING SEN AT DPA



Appendix C – Personalised Plan Format

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

Appendix D – Provision Map/Local Offer for Dartford Primary Academy by SEN category across the school – September 2020

Area of Need	All Pupils – Universal QFT offer	Additional Support	SEN support
Cognition and Learning	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Dyslexia Friendly dictionaries Use of writing frames Word mats Maths manipulatives Access to word processor In class support from TA Focused group work with CT e.g. guided reading/ RWI SEEC model of vocabulary	Pre –Teach vocabulary Booster groups In class support from TA Individual reading with TA / CT Awareness of learning styles - Visual, auditory and kinaesthetic approaches RWI Additional keyboard skills group Communicate in Print visual vocabulary	Lexia Visual Perceptions games Memory skills games Peer tutoring Daily phonics Pre and Post teach sessions Specific language support interventions Input from Outside Agencies
Communication and Interaction	Differentiated curriculum planning, activities, delivery and outcome eg. Simplified outcome Increased visual aids / modelling etc Visual timetables Access to word processor In class support from TA Focused group work with CT e.g. guided reading/ RWI Structured school and class routines Speech Link screening Language Link screening	TA support model/ elicit understanding Now and next boards	Comic Strip Conversations Barrier Games Input from Outside Agencies Support for Visual organisations ICT – Communicate in print Word mats specific to child Individual visual supports Pre and Post teach sessions Role play and
Social, Emotional And Mental Health	Whole school behaviour policy Whole school / class rules Class reward and sanctions systems Circle Time / parachute games	Small group Circle Time Group reward system Support for unstructured times ELSA FLO Lego Therapy	Individual counselling Individual Anger management Peer mentoring Social skill Circle of Friends Social stories Communicate-in-Print Resources Circle time LAT Educational Psychology team Early Help

			Input from Outside Agencies
Physical and Sensory	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises BEAM GoNoodle	Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes Sensory Circuits	Motor skills Clever Fingers Individual support package Physiotherapy Access to I Pencil grips Specialist p Posture support Further differentiation Occupational Therapy Fine and gross motor skills Enlarged text Health Care Sensory Circuits Input from Outside Agencies

