



# **Dartford Primary Academy**

## **SEND**

### **Parent Guide**



**Children with Special Educational Needs or Disabilities (SEND) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age and require special educational provision to be made for them. These children will need different or extra help from that given to others.**

**If your child has SEND, they will be able to access help – called SEND support.**

**We know that the most important people in any child's life are their parents. You know your children best of all. We want to work successfully with you.**

**What you as parents think, feel and say is important to us. We will listen to you and feel it is important that you are fully involved in decisions that affect your children in school.**



**At DPA, we have an inclusion team who work together to ensure all children have the opportunity to progress and succeed.**

**Included in this team, are two Special Educational Needs and Disabilities Coordinators (SENDCos) who oversee SEND across the two sites, a Designated Safeguarding Lead, Family Liaison Officers, a Personal Development Lead and a Senior Mental Health Lead.**

**First and foremost, class teachers are responsible for your child's progress and should be your initial point of contact.**

**They will work with you to help make sure your child is receiving the support they need.**

**You can book to meet with your child's class teacher via the school offices at either site**

## Inclusion Team Who's Who...

At DPA we work closely together to help our children with SEND to progress and achieve. We believe working together is the best way to support your child. Meet our inclusion team:



**Mrs J Haywood**  
Vice Principal & Designated  
Safeguarding Lead  
SENCO



**Mr D Filsell**  
Inclusion Assistant Principal &  
Deputy Designated  
Safeguarding Lead  
SENCO



**Mrs H Day**  
Attendance Officer &  
Deputy Designated  
Safeguarding Lead



**Mrs A Reid**  
FLO & Deputy Designated  
Safeguarding Lead

## How to get in touch

Your first point of contact should be your child's class teacher. You can organise to meet with them by booking an appointment in person via either school office, by email to [office@dartfordprimary.org.uk](mailto:office@dartfordprimary.org.uk) or over the phone on 01322 223751.

A member of the team will strive to get back to you within 48 working hours.

If you would then like to discuss your child further, you can then email the inclusion team via [inclusion.dpa@dartfordprimary.org.uk](mailto:inclusion.dpa@dartfordprimary.org.uk)

A member of teh team will strive to get back to you within 48 working hours.

## Universal Support: All Children

As a school, we support your child in a number of different ways. Class teachers are ultimately responsible for your child's progress and needs. They will plan and use a range of strategies to help your child progress and succeed.

Sometimes children need extra help in class - this does not necessarily mean your child has SEND. Most children will struggle with an area of their learning in their academic lives. If this happens, your child's class teacher may use different scaffolding strategies, interventions or individualised provisions to help them catch up.

Class teachers will regularly check your child's progress and identify any struggles they may have.

Class teachers will adapt their teaching to meet children's needs if they are not making expected progress.



## What support can we put in place?

The support provided is to help children achieve the outcomes or learning objectives that have been set for them. Support can take many forms.

This could include:

- adapted learning in class
- extra help from a teacher and TAs
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- helping your child regulate their emotions through techniques such as breathing strategies
- check ins and opportunities to talk about worries
- visual reminders and prompts

## What is 'SEND Support'?

If your child has made less than expected progress over a period of time, even with support and provisions put in place in class, then your child may need 'SEND Support'. SEND support is a four stage cycle also known as 'the graduated approach'.

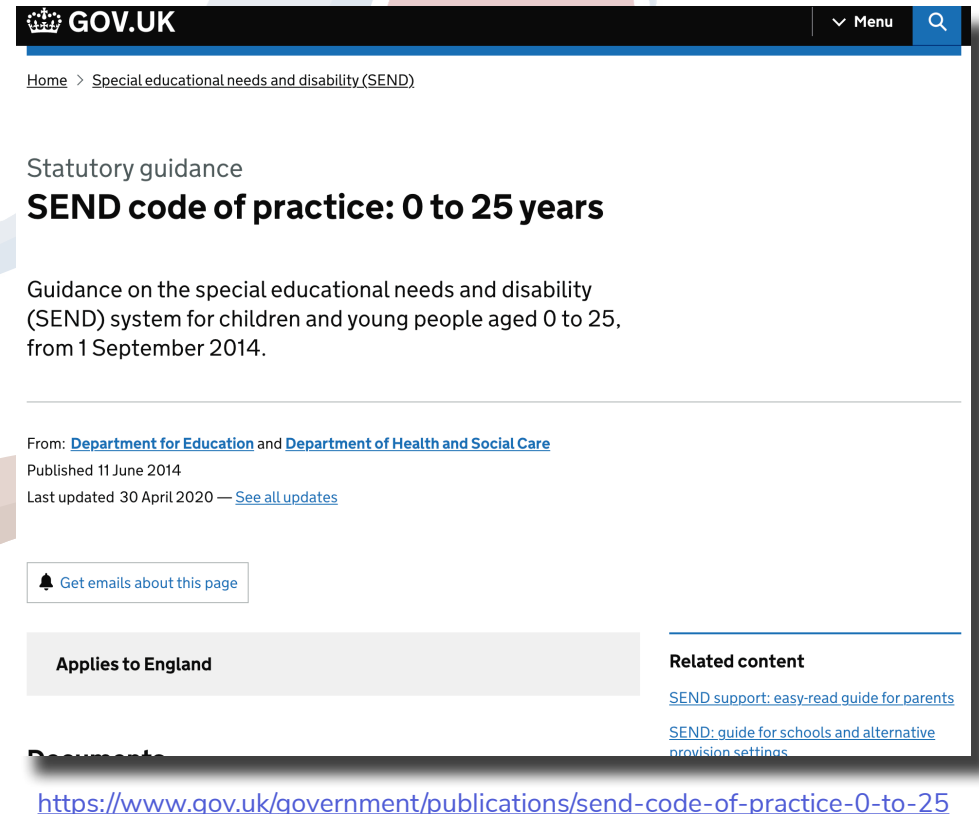
SEND Support is help that is additional to or different from the support generally given to most children of the same age. The purpose of SEND support is to help your child progress with their learning and development.

The SEND Code of Practice says, 'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.' (6.44)

## The SEND Code of Practice

The SEND Code of Practice is statutory guidance for organisations that work with and support children with special educational needs and disabilities. It sets out duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations, and it applies to England.

The Code of Practice (2014) covers the 0–25 age range. It includes guidance relating to disabled children and young people, as well as those with special educational needs (SEN). Disabled children and young people may not have SEN, but are covered by this guidance as well as by the Equality Act 2010.



The screenshot shows the GOV.UK website page for the SEND code of practice. The page title is "SEND code of practice: 0 to 25 years". The page content includes the following information:

- Home > [Special educational needs and disability \(SEND\)](#)
- Statutory guidance
- SEND code of practice: 0 to 25 years**
- Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25, from 1 September 2014.
- From: [Department for Education](#) and [Department of Health and Social Care](#)
- Published 11 June 2014
- Last updated 30 April 2020 — [See all updates](#)
- [Get emails about this page](#)
- Applies to England**
- Related content**
  - [SEND support: easy-read guide for parents](#)
  - [SEND: guide for schools and alternative provision settings](#)
- Documents**
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## The Graduated Approach: The Four Stages

The graduated approach starts at a whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

### Assess

Teaching staff will work with the Special Educational Needs Coordinators (SENDCos) to assess your child's needs so that they give the right support. We will involve you in this and seek your child's views.

### Do

SENDCos will support teachers, teaching assistants (TA) and specialist staff to help put provisions in place.

### Plan

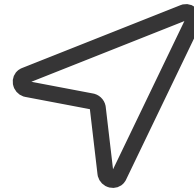
If we decide that your child needs SEND support, we will discuss this together. Every other module, we will offer you the opportunity to meet with your child's class teacher to plan next steps (This is in addition to our Parents' Evenings).

During this meeting, you will have the opportunity to set termly targets.

### Review

We will review your child's progress and the difference that the help has made. You and your child should be involved in reviewing and planning the next step.

If your child has not responded to the help they were given, it should be decided what can be done next. This could be extra or different help. This could involve other professionals from external services.



## Our SEND Procedures - Phase 1 and 2

### Phase 1: Quality First Teaching and Differentiation

If your child is finding an aspect of their learning difficult, class teachers will adapt the learning in class to help support your child. All pupils study a wide curriculum.

### Phase 2: Initial Concerns

Concerns are discussed and further adaptations are put in place. The initial concerns process will take two cycles of the graduated approach (this will take two modules\* to complete). You will have the opportunity to plan and review support that is being put in place.

### Progress Less Than Expected

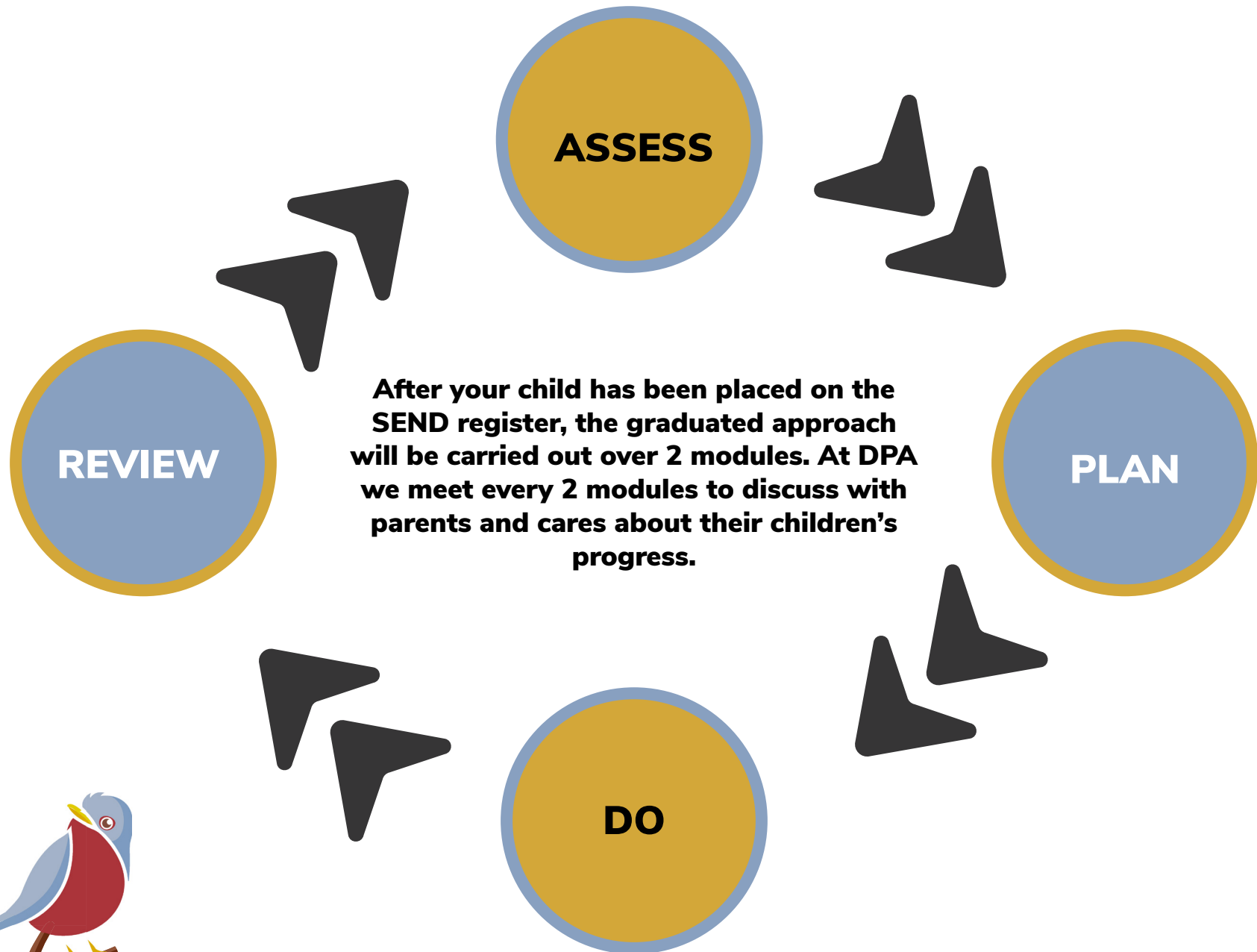
Even with adapted support, your child has made less progress than expected.

### Phase 3: SEND Support

If your child has not made progress throughout these two cycles, they may need to be put on the SEND register. If this is the case, you will be contacted by one of the Inclusion Team and a copy of your child's plan will be shared.

\*Around 12 weeks

## Phase 3: SEND Support





## Phase 3: Personalised Plans

Every two modules, you will have the opportunity to meet with your child's class teacher and discuss targets for the following modules. We use SMART targets as part of the graduated approach. SMART (Specific, Measurable, Achievable, Realistic, Time) targets are used to ensure that your child is progressing with their learning and development.



Name's Personalised Plan started on [Date]				
DoB:				
<b>ASSESS</b> Baseline (including assessments) & Barriers to learning				
<b>PLAN</b> 1. The Outcome(s) I am working towards				
By the end of EYFS / KS / KS2, 1. I will (Cognition and learning) 2. I will (Communication and interaction) 3. I will (Social, Emotional and Mental Health) 4. I will (Sensory and/or physical)				
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. Steps towards outcomes	<b>REVIEW</b> 8. How well did it work?	Date
Review meeting	Provider signature	Young person/parent/carer signature	Comments	Date

Personalised Plan Dartford Primary Academy

### SMART Targets

**Specific** - This part of the planning process is about making sure that targets or outcomes are very specific. They need to be specific to the child's needs, interests, current skill level and what provision is being put in place.

**Measurable** - Targets should be something that can be observed.

**Achievable** - Targets must be realistic and within the child's ability as identified in ongoing assessments.

**Relevant** - Targets must be tailored to the child's individual needs. The targets should be linked to the child's desired outcomes.

**Time-Scale** - SMART targets or outcomes must always have a specified date by which it is hoped the child will have successfully achieved them and at this point the targets should be reviewed to assess progress.

# Phase 3: SEND Support

## The SEND Local Offer

The SEND Local Offer is information about provisions that are available, and expected provisions education, health, social care should provide for children who have special educational needs and disabilities (SEND).

The SEND Local Offer has two main purposes:

- To provide clear, comprehensive, accessible and up-to-date information about available provision and how to access it
- To make provision responsive to local needs and aspirations.

All local authorities, by law, have to provide children and young people with SEN or disabilities, and their parents, with information and advice. There is an information, advice and support service in every local authority area.



A screenshot of the Kent County Council website's SEND Local Offer page. The page has a teal header with the council logo and a search bar. Below the header, there's a navigation bar with 'Home &gt; Education and children &gt;'. The main heading is 'Special educational needs and disabilities (SEND)' with a 'Local Offer' logo. A banner image shows a young boy smiling, with text 'SEND information hub Here to help and support you' and decorative hearts. Below the banner, there are several sections of text and links, including 'Contact our special educational needs and disability teams', 'What to do if you think your child has special educational needs', 'Support for children under 5', 'Support for school age children', 'Support for young people (16 to 25)', 'Health, social care and wellbeing support for children and young people with SEND', 'Types of special educational needs', and 'SEND strategies and policies'. At the bottom, there's a section titled 'What is the local offer?' with a 'Local Offer' logo and a 'Learn more about the local offer &gt;' button.

## What if my child needs more support?

If your child has made less than expected progress after multiple cycles of SEND Support, we may feel your child needs an EHCP. This is likely if they are working a key stage below their peers.

EHCP stands for Education, Health and Care Plan. It outlines any special educational needs and disabilities a child has, and the provision a local authority must put in place to help them. **Most children and young people with additional needs don't need an EHCP.**

EHC plans are for children and young people whose special educational needs and disabilities require more help than would normally be provided in a mainstream education setting (a college, school or nursery). A diagnosis does not necessarily mean an EHCP is needed.

An Education, Health & Care Plan (EHCP) is a legal document, written by the Local Authority that describes a child's special educational needs (SEN) and the help (special educational provision) they will get to meet them. This includes health and social care needs and provision related to their SEND.

In considering whether an EHC needs assessment is necessary, the Local Authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. (9.14)

## Applying for an EHCP

A request can be made by anyone who thinks an assessment maybe necessary, including doctors, health visitors, teachers, parents, carers and family friends.

You can request an EHCP yourself but they are more effective when done in partnership with the school. You can contact your local authority's special educational needs department and request an assessment for an EHCP. The local authority will tell you within 16 weeks whether an EHC plan is going to be made for your child.

## High Needs Funding (HNF)

In some situations, we may be able to apply for funding to further support your child. This is called High Needs Funding, and is for children that require bespoke approaches.

HNF levels are dependent on the need. The money schools receive can be used in a variety of ways to support their needs and does not necessarily result in a 1:1 adult.

## Autism Spectrum Disorder (ASD)/Attention Deficit Hyperactivity Disorder (ADHD)

If your child receives a diagnosis of ASD or ADHD, it is important to share the medical reports with us. A diagnosis does not necessarily mean your child will be added to the SEND Register.

All staff receive training and support from the SENDCo to support children with diagnoses.

### Areas of Need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice – 0-25 years.

There are four broad areas of need within SEND:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

We do not 'fit' a pupil into a category, but rather provide support based on their particular area/s of need.

The support provided to your child will always be based on a full understanding of their particular strengths and needs. We will seek to address their needs using well-evidenced interventions, targeted at their areas of difficulty, and, where necessary, specialist equipment or software.



“In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.”

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.”

## Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and learning needs generally account for difficulties in curriculum-related areas such as:

- reading, comprehension, writing and spelling
- numerosity
- processing difficulties such as sequencing, inference,
- coherence and elaboration
- working memory
- short term verbal memory
- other types of executive function difficulties

### DID YOU KNOW?

We invest heavily in Read Write Inc (RWI) to deliver our best phonic outcomes for all.

### What we do to help at DPA

- Adaptions in class
- Support from adults
- Multi-sensory teaching strategies
- Phonics
- Working Memory
- Motor Skills
- Reasonable adjustments to the classroom
- Equipment - pencil grips, slopes etc.
- Use of ICT
- Advice from outside areas
- Precision Teaching

### DID YOU KNOW?

Every child in Key Stage 2 has access to a Chromebook!

## Sensory and Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

### DID YOU KNOW?

We offer a range of lunchtime clubs to help physical development.



## What we do to help at DPA

- Sensory Equipment
- Medical Professionals
- Support from outreach services such as the hearing or visual impairment or physical disability teams
- Motor Skills
- Adaptations to the school environment where possible
- Referrals to Physiotherapy & Occupational Therapy
- Calming classroom design

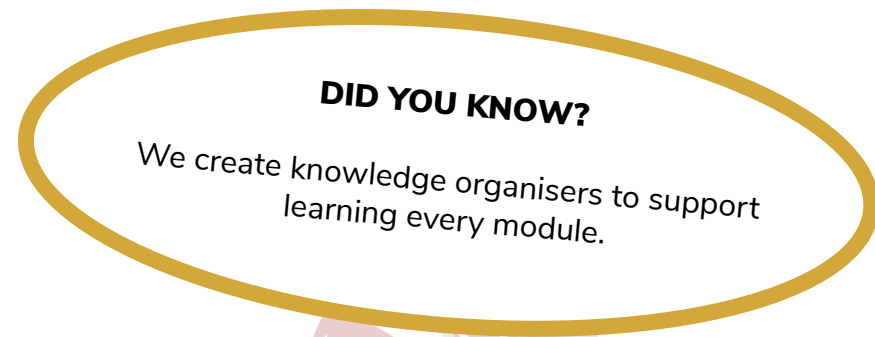
The screenshot shows the NHS Kent Community Health website. The header includes the NHS logo and navigation links for 'Our services', 'About us', and 'care'. Below the header is a green navigation bar with 'Children's Therapies The Pod' and sub-links for 'Occupational therapy', 'Physiotherapy', 'Speech and language therapy', and 'Care Coordination'. The main content area features a green leaf icon on the left and a colorful floral graphic on the right. The text under 'Occupational therapy' states: 'Some children may struggle with getting dressed and ready for school, using cutlery, joining in with ball games or using playground equipment in the way their friends do. Our aim is to support children and young people who are experiencing difficulties with participating in everyday activities or occupations. Our service is child and family focused and works in partnership with the individual, their family and with any other relevant professionals involved in the child's care.' Below this is a section for 'Universal and general advice' with the subtext 'If you are worried about your child's progress'. A blue accessibility icon is visible in the bottom right corner.

<https://www.kentct.nhs.uk/childrens-therapies-the-pod/occupational-therapy/>

# Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.



## DID YOU KNOW?

We create knowledge organisers to support learning every module.

A screenshot of the NHS Kent Community Health website. The page is titled 'Speech and language therapy' and is part of the 'Children's Therapies The Pod' section. It features a green header with navigation links: 'Our services', 'About us', 'Work for us', and 'Urgent care'. Below the header, there are four main content boxes: 'Augmentative and Alternative Communication (AAC)', 'ASC (Autistic Spectrum Condition)', 'Bilingualism', and 'Cleft lip and palate'. Each box contains a brief description of the service. The URL 'https://www.kentcht.nhs.uk' is visible in the bottom left corner of the screenshot.

A yellow tilted box with a black border, listing various interventions for DPA. The text is written in a bold, black, sans-serif font. The box is positioned over a stylized illustration of a person's head and shoulders.

## What we do to help at DPA

- Phonological awareness interventions
- Speech Link and Language Link
- Vocabulary Games
- Repeat Instructions
- Teach Listening Skills
- Visual Timetables
- Social Stories
- Pre-teaching
- Knowledge Organisers
- Core Vocabulary

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/>

## Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### DID YOU KNOW?

We have a dedicated Wellbeing Team.

### What we do to help at DPA

- The Boxall Profile
- Mindfulness
- Restorative Approaches
- Zones of Regulation
- Social and emotional literacy support
- Pastoral Support Programmes
- SEMH Support in class
- Wellbeing Support
- GP Referral
- Lego Therapy

### DID YOU KNOW?

We have developed our own Wellbeing Strategy - "Choose to be Kind".





At Dartford Primary Academy Wellbeing is at the heart of what we do. It is important that children are encouraged and supported to look after their mental health every day. This short guide offers suggestions for how you can help your child do this as well as advice for what you can do if you are worried about your child's mental health.

### What is mental health?

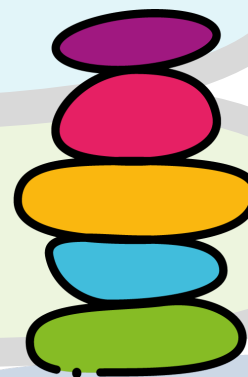
We all have mental health, just like we have physical health. Being mentally healthy means that we feel good about ourselves, make positive relationships with others and can feel and manage our emotions. Good mental health allows us to cope with everyday ups and downs and to feel in control of our lives, asking for help when we need support.

Mental health is a spectrum, just like physical health and illness. Throughout our lives, many different things can mean that we move up or down the spectrum such as the start or end of a relationship, a new job, moving house or changes in physical health.

### What does wellbeing look like at DPA?

The children have mindful moments throughout their school day where staff will check in and see how they are feeling, alongside chances to reflect on their day and opportunities to share success. During assemblies, the children are taught different breathing techniques to

help them feel calm and focused and to provide them with a tool for when they need to use it. Each classroom has a worry box and we encourage children to talk, with a trusted person, about how they are feeling or what is on their mind.



**Choose**  
**To be**  
**Kind**

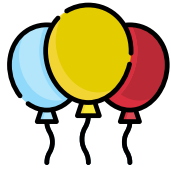


## Calming Techniques - Wellbeing

At Dartford Primary Academy we encourage a number of breathing techniques to aid and promote calmness. These include:



Hawk  
*Hug*



Balloon  
*Belly*



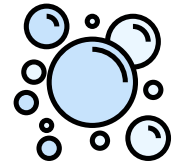
Ocean  
*Waves*



Hand Over  
*Heart*



Hot  
*Cocoa*



Bubble  
*Breath*



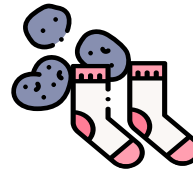
Buzzing  
*Bee*



Fire  
*Hands*



Roller  
*Coaster*



Rocks &  
*Socks*



Bunny  
*Sniff*



Trace  
*Eight*



*What I...*



*See*



*Hear*



*Feel*

## Glossary

### **Independent supporter:**

A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

### **Keyworker:**

In School, your child's keyworker is their teacher. Local authority authorities: Local authorities are administrative offices which provide services within their local areas. There are 152 across England which are education authorities.

### **Mainstream school:**

This is a school, primary or secondary, that provides education for all children, whether or not they have special educational needs or disabilities.

### **Parent Carer Forum:**

A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most local authority areas.

### **Reasonable adjustments:**

Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment).

### **Special Educational Needs Co-ordinator (SENCO):**

A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO.

### **Statutory guidance:**

Statutory guidance is guidance which local authorities and other local bodies have a legal duty to follow.

## Websites

### Information Advice and Support Kent

give free, impartial and confidential information, advice and support about special educational needs and disabilities (SEND) for children, young people up to age 25, parents and carers.

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

### Kent PACT - Parents and Carers Together

Work to make sure that services provided by education, health and care in Kent meet the needs of children who have special educational needs and disabilities, and their families.

<https://kentpactnew2022.co.uk/>

### Kent SEND Information Hub (Local Offer)

Information about support and services within Kent.

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

### We are Beams

Local support for children and their families.

<https://wearebeams.org.uk/>

### National Autistic Society - NAS

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

### British Dyslexia Association - BDA

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

### Kent Children and Young People's Mental Health Services

Also known as CAHMS or CYPMHS

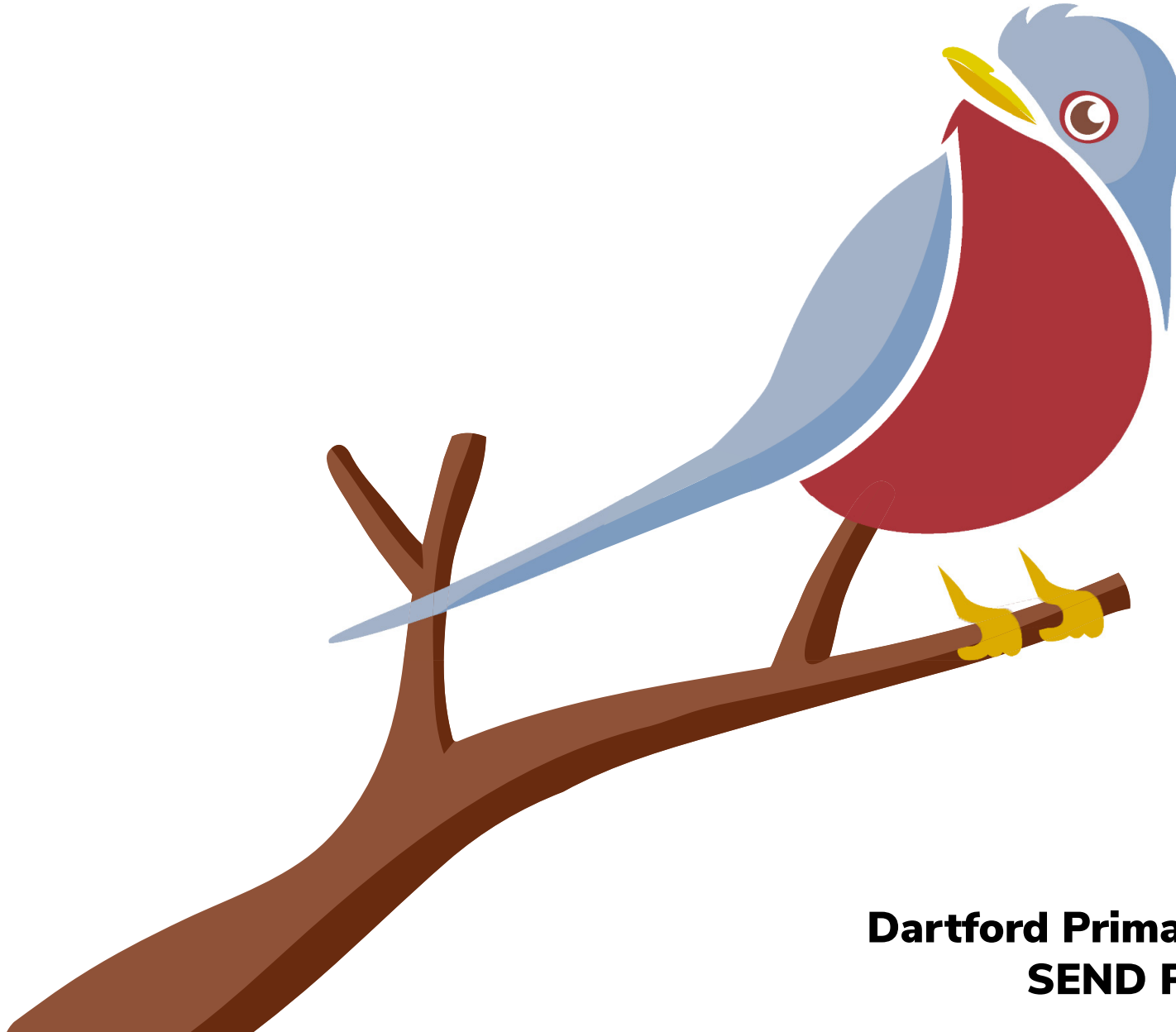
<https://www.nelft.nhs.uk/services-kent-children-young-peoples-mental-health/>



### The Pod - Children's Therapies

Information, resources and support for speech and language, occupational and physio therapies.

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>



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SEND Parent Guide**