

SEND INFORMATION REPORT 2023-24

At Dartford Primary Academy, as a **mainstream provision**, we support and value the abilities of all our students. We strongly believe that it is our duty to provide equal opportunities for every young person in our care and a safe and fully equipped learning environment, which caters to the needs of every student as an individual. We are committed to inclusion within the Academy curriculum and participation in all aspects of Academy life.

Dartford Primary Academy, as a **mainstream provision**, adopts a 'holistic approach' to special educational needs. All staff work to ensure inclusion of all students. We are committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

The kinds of special educational needs that are provided for:

At Dartford Primary Academy, as a **mainstream** provision, we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health Difficulties
 - Sensory and/or Physical Needs
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Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCo

Dartford Primary Academy follows the guidance contained in the Code of Practice 2014. This recommends a single assessment for students under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

Identification of students with special educational needs will be determined in the following ways:

- Recommendation from any prior school or nursery setting attended before joining Dartford Primary Academy
 - EYFS, Key Stage 1 and any other in-year data and results
 - Teacher/parental/carer referral
 - Reports and recommendations from professional agencies
 - Regular assessment of progress by class teachers
 - Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
 - Where appropriate, Dartford Primary Academy will make applications for High Needs Funding and/or EHCPs to support students with SEND.
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Contact details for SENCo: Declan Filsell (SEnCo), tel: 01322 223751.

Link Governor, Alex Milward, can be contacted via the LAT Governance Team on 01634 412203.

Arrangements for consulting parents/carers of children with SEND and involving them in their child's education

Dartford Primary Academy will make regular reviews of students' progress academically, emotionally and socially. These will take place through:

- Academy reporting systems (Parent Consultations in January & April, reports sent home Modules 2, 4 and 6);
 - Parents'/Carers' Events (SEN Parent Coffee Mornings every module);
 - SEND Parent Events (three times per year in December, March & July);
 - Students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 will have an Annual Review every 12 months;
 - Parent/Carer Coffee Mornings (hosted throughout the year by SLT).
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Arrangements for consulting young people with SEND and involving them in their education

Dartford Primary Academy will make regular reviews of students' progress academically, emotionally and socially. This will take place through:

- Academy reporting systems (Parent Consultations in January & April, reports sent home Modules 2, 4 and 6);
 - Parents'/Carers' Events (SEN Parent Coffee Mornings every module);
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Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Dartford Primary will follow the guidelines contained in the Code of Practice 2014 regarding assessment and review procedures of students with special educational needs and disabilities.

Students will be assessed and reviewed in the following ways:

- a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review;
- b) All students identified as having special educational needs may be tested, where appropriate, during each academic year using tests that provide standardised scores. This will enable Dartford Primary to establish areas of need and provide the necessary intervention programmes, and enable Dartford Primary to monitor progress;
- c) All students identified as having special educational needs will have a Personalised Plan that clearly outlines their area of need, suggested strategies to address these needs, targets and objectives, barriers to learning and associated attainment and progress data. This plan will be available to staff, parents/carers and students;
- d) Students identified as having special educational needs will have regular reviews of their Personalised Plan three times per year through SEND parent events;
- e) Students with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014;

- f) Regular reviews of intervention programmes will be carried out to monitor progress of students against their starting points and assess the impact of programmes, enabling interventions to be adapted where appropriate;
- g) All staff will have access to Personalised Plans in order to inform planning, monitoring of progress and strategic adaptation of work for students with special educational needs;
- h) Students and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, SEND parent events, parents'/carers' events and annual reviews of Educational Health and Care Plans;
- i) Staff will have access to SEN surgeries, CPD and the SEN Google Folder in order to access strategies and information on meeting the needs of students with additional needs;
- j) Staff will have access to Dartford Primary Teaching and Learning policy, SEND specific CPD, The Bexley Inclusion document, inclusive teaching strategies, regular SEND specific updates and access to research and evidence based SEND articles.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

In accordance with the SEND Code of Practice 2014, Dartford Primary Academy has clear procedures to ensure the smooth transition of students between Key Stages.

Nursery to Reception

- a) A member of the Inclusion team will endeavour to attend the STLS EYFS SEND transition day to discuss students with special educational needs;
- b) The SENCo or EYFS Lead where appropriate, will endeavour to make additional visits to nursery settings for identified students and visits from the primary school will be arranged;
- c) The Kent Equality and Inclusion team may be contacted for further support.

Key Stage 1 to 2

- a) Teachers will attend transition meetings during the final term of the year;
- b) The SENCo may arrange parent meetings with new teachers where appropriate;
- c) The SENCo will arrange additional meetings with class teachers for identified students.

Key Stage 2 to 3

- a) Secondary school SENCos will be invited to Year 6 annual reviews for students with an Educational Health and Care Plan;
- b) A member of the Inclusion team will endeavour to attend the STLS KS2-KS3 SEND transition day to discuss students with special educational needs;

c) The academy will endeavour to facilitate additional visits from secondary SENCoS for identified students and will support visits to the secondary school;

d) Meetings with parents/carers as requested will take place with the SENCo;

Change of School Procedures

a) Parents/carers contact the office at Dartford Primary Academy;

b) Information is forwarded to the new school;

c) The SENCo meets with parents/carers and appropriate staff from the new school as requested.

The approach to teaching children and young people with SEND

Dartford Primary Academy is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all students. It ensures this by:

a) Quality first teaching being delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all students in their classes and scaffold work accordingly, through adaptive teaching, to meet these needs. This will be monitored via regular lesson visits, learning walks and pupil work reviews by the SENCo, Academy Leadership Team and Curriculum Advisors;

b) Offering a range of intervention programmes designed to improve the outcomes of students with special educational needs, ensuring they can fully access all areas of the curriculum;

c) Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs;

d) Providing a clear reporting system three times a year that outlines targets and current achievements;

e) Carrying out regular lesson reviews to ensure that all students, including those with special educational needs, are receiving high quality teaching and learning experiences in all areas of the curriculum;

f) Adapting the curriculum to meet the needs of individual students if necessary;

g) Ensuring that identified students receive the necessary in class support and exam dispensation;

h) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities.

i) Student information, via BromCom, will be available to all staff providing details of all students with special educational needs, students in receipt of pupil premium, looked after students, students with medical needs and students with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of students;

j) A range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly;

k) Regular and timely communication with parents/carers via reports, SEND parent events, annual reviews, parents'/carers' events, telephone and emails;

l) Access to outside agencies via the local authority, health authority and Leigh Academies Trust;

m) Parents/carers will be informed of any additional provision that their child is receiving via the Assistant Principal for Inclusion or the Inclusion Team;

n) The local authority local offer and academy offer will be available on the academy website so that parents/carers, students, staff and the wider community can access its contents.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- Teaching Assistants may be available to provide in class support on an individual or small group basis in order to support the learning;
 - Teaching Assistants may develop, deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis;
 - Teaching Assistants may maintain records and monitor progress of students on intervention programmes, and liaise with class teachers and the Inclusion Team regularly;
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The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Dartford Primary Academy is committed to the professional development of its staff in all areas including Special Educational Needs and Disability. The following provision is in place to ensure that all staff are aware of and can meet the needs of students with special educational needs:

a) The SENCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;

b) Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust;

c) Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies;

d) Through commissioning, experts (EP, CAMHs, SaLT, STLS etc) are invited to Dartford Primary to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

Information on how equipment and facilities to support children and young people with SEN will be secured

All students in Key Stage 2 have access to a 1:1 device on which they can use adaptive strategies independently whether this be through the support of an app or another learning platform to suit their needs. Students in Key Stage 1 and EYFS have access to tablet devices to support learning. Where external advisors recommend the use of equipment or facilities which the academy does not have, we will endeavour to purchase it using the notional SEN funding, or secure it on loan.

Evaluating the effectiveness of the provision made for children and young people with SEND

Dartford Primary Academy is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision including the SEND practices within the Academy. In order to ensure the best possible provision, the following evaluation processes are implemented:

- a) Regular meetings with the SEND Link Governor and Inclusion Assistant Principal where reviews of practice and policies are discussed and fed back to the Governors as a body;
- b) Regular meetings with the Principal and senior leaders to discuss and review SEND practices and policies;
- c) Parents/carers/student/staff questionnaires on SEND practices within the Academy;
- d) Completion of self evaluation and use of the Kent Inclusion Toolkit to inform SEND action plans, following regular meetings with the Principal;
- e) Attendance of SENCo at Leigh Academies Trust SENCo Forum and local authority SENCo meetings to share best practice and discuss current innovations;
- f) Regular and robust reviews of intervention programmes;
- g) Data analysis, including comparisons to national benchmark data and student progress.

How children and young people with SEND are enabled to engage in available activities together with children and young people in the school who do not have SEND

Dartford Primary Academy offers a wide range of co-curricular and enrichment activities for all students, including those students with special educational needs. It achieves this by:

- a) Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability;
- b) Offering a range of activities to accommodate all interests, abilities and physical needs.

Support for improving emotional, social and mental health development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

- a) A range of social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly;
- b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs/ CYMPHS, SaLT, EPs, School Nurse, Early Help);
- c) The SENCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans;
- d) Teaching Assistants will endeavour to develop, deliver and monitor social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis;
- e) Identified students will have access to counselling and mentoring where possible. Key Teaching Assistants are trained in ELSA;

f) Student Voice opportunities;

g) Peer-mentoring and peer-tutoring by Playground Buddies;

h) Supervised and planned breakfast, break and lunch clubs.

How the school involves other bodies, including Health and Social Care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

The Academy Board and Dartford Primary Academy will liaise and consult with the above-mentioned agencies to create an effective local and academy offer that jointly commissions all agencies. It will then adhere to the local and academy offer to ensure that parents/carers and students receive a cohesive, supportive and transparent service. It is currently able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

Support services for parents/carers of pupils with SEND

- [Contact a Family](#)
- [National Network of Parent Carer Forums](#)
- [ACE Centre Advisory Trust](#) – (for communication difficulties)
Free Advice Line: 0800 080 3115
- [British Dyslexia Association](#)
Helpline: 0333 405 4567
- [Council for Disabled Children](#)
Tel: 020 7843 6000
- [Cystic Fibrosis Trust](#)
Helpline: 0300 373 1000 or 020 3795 2184
- [Disability Alliance](#)
Tel: 0330 995 0400
- [Disabled Living Foundation](#)
Helpline: 0300 999 0004
- [Down's Syndrome Association \(DSA\)](#)
Helpline: 0333 1212 300
- [Parents for Inclusion](#)
Tel: 0800 652 3145
- [The National Autistic Society](#)
Helpline: 0808 800 4104

Arrangements relating to the treatment of complaints from parents of students with SEND concerning the provision made by the academy

The normal arrangements for the treatment of complaints within the Trust are used for complaints about provision made for SEN. Parents are encouraged to discuss their concerns with the class teacher or Assistant Principal for Inclusion. Principals should endeavour to resolve the issue before a formal complaint is made to the Trust.

If the complaint is not resolved after it has been considered by the Trust, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN or EHCP, in which there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the Academy.