



Ditton CE Junior School

Special Educational Needs & Disability (SEND) Policy / SEN Information Report

Issued on 08 December 2022

Ethos, Aims and Beliefs

Jesus said, 'I have come in order that you might have life – life in all its fullness' John 10:10

Through our Christian vision we aspire for all children to be respectful, compassionate and loving individuals, who through the story of the good shepherd live a full life (John 10:10). Children are nurtured and supported to flourish in all areas, fulfilling and celebrating their God given talents. We encourage our children to contribute positively to their school, their family, their local community and the wider world, both now and in the years to come.

We will provide a happy, safe and stimulating learning environment rooted in our Christian values. We recognise that the potential of each of us is limitless. We will enable children to serve and flourish by developing perseverance, empathy, responsibility, respect, compassion and love. We strive for excellence in order that our children can play and work together, overcome obstacles, seek opportunities, aim high and live a full life.

We aim to achieve the best outcomes for pupils with Additional and Special Educational Needs or Disability (SEND) by making effective targeted, personalised or individualised provision, adapting the timetable and curriculum as necessary to meet the needs of the child.

We believe:

- pupils with barriers to learning are entitled to the full range of curriculum experiences.
- every child has potential and deserves our best efforts to help them achieve it, regardless of need.
- working closely with parent/carers and other supporting agencies is essential to achieving the best outcomes for all children.
- effective communication helps everyone to work towards the best outcomes.
- in the importance of a robust Special Educational Needs and Disability Policy that matches strong practice.
- pupils with additional needs have the right to be included in all aspects of our school community and the opportunity that offers.

About our SPECIAL EDUCATIONAL NEEDS AND DISABILITY Policy

This policy was compiled by the Inclusion Manager to comply with legislation and linked to policies outlined in appendix 1. It was produced in collaboration with the Senior Leadership, Teachers, Teaching Assistants and parent/carer representatives of Ditton CE Junior School, including those whose children have Special Educational Needs or Disability. The governors were also consulted.

The Policy includes:

1. The kinds of Special Educational Need for which provision is made at the school
2. Information about the policy for identification and assessment of pupils with Special Educational Needs
3. Information about the school's policies for making provision for pupils Special Educational Needs, whether or not they have Education, Health And Care Plans
4. The name and contact details of the Inclusion Team
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured
7. The arrangements for consulting parent/carers of children with special educational needs about, and involving them in, their education
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education
9. The arrangements made by the governing body relating to the treatment of complaints from parent/carers of pupils with special educational needs concerning the provision made at the school
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils
11. The contact details of support services for the parent/carers of pupils with special educational needs and disabilities and children and young people with Special Educational Needs and Disabilities up to age 25 (Code of Practice 2015, 6.39)
12. 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
13. Information on where the local authority's local offer is published.

The Policy will be reviewed annually and formally approved by the Full Governing Body of the school.

Definitions

There is some specific terminology relating to Special Educational Needs and Disabilities (SEND) that will be used in this policy (shown in **BOLD CAPITAL LETTERS**), which is explained in a SEND Glossary (appendix 2).

SECTION 1: The kinds of Special Educational Need and Disability for which provision is made at the school

At Ditton CE Junior School, we can make provision for every kind of frequently occurring **SEND** without an **EDUCATION, HEALTH AND CARE PLAN**, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's Syndrome, specific learning difficulties, hearing impairment, physical and sensory needs and social, emotional and mental health needs. There are other kinds of **SEND** which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an **EDUCATION, HEALTH AND CARE PLAN** with the following kinds of **SEND**: autism, social, emotional and mental health needs and speech,

language and communication needs. Decisions on the admission of pupils with an **EDUCATION, HEALTH AND CARE PLAN** are made by the Local Authority.

The admission arrangements for pupils without an **EDUCATION, HEALTH AND CARE PLAN** do not discriminate against or disadvantage disabled children or those with **SEND**.

SECTION 2: Information about the policy for identification and assessment of pupils with SEN

At Ditton CE Junior School we monitor the progress of all pupils six times a year to review their academic progress. We use teacher assessment alongside the results from a range of other routine tests, eg Rising Stars/SATS past papers and STAR Reading Tests. Assessment data is collated and reviewed by class teachers, subject leaders and discussed in detail at pupil progress meetings to ensure each child makes optimum progress.

Where progress is not sufficient, even if a **SEND** has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are 1:1 reading, small group phonics and maths skills practice, speech/language/social skills groups, etc. Teachers assess as they teach and may use immediate 'catch up' sessions following lessons. This is supporting children's progress by not allowing a misconception or confusion to hinder further learning.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parent/carers, we will use a range assessment tools to determine the cause of the learning difficulty. At Ditton CE Junior School we are experienced in using the following assessment tools outlined in the **SEND** Assessment Menu in appendix 3. We have access to external advisors through **STLS SURGERIES** and the **LOCAL INCLUSION FORUM TEAM (LIFT)** process, as well as other professionals. Each external agency will utilise their own specialist diagnostic assessments and processes to identify need and appropriate avenues of support. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. The process of identifying pupils with **SEND** and making provision for them is outlined in a flow chart in appendix 4.

The outcomes of assessments will be shared with parent/carers, put into a **SUPPORT PLAN** and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a **SEND** because the school is making **SPECIAL EDUCATIONAL PROVISION** for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a **SEND**. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with **SEND**. When any change in identification of **SEND** is changed parent/carers will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

SECTION 3: Information about the school's policies for making provision for pupils SEND whether or not they have EDUCATION, HEALTH AND CARE PLANS

How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND **SUPPORT PLAN** will be informed by the views of the pupil, parent/carers and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an **EDUCATION, HEALTH AND CARE PLAN**, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The school's arrangements for assessing and reviewing the progress of pupils with SEND

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with **SEND** may have more frequent assessments of reading age, spelling age etc. The assessments we may use at Ditton CE Junior School are listed in appendix 3. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the **SUPPORT PLAN** will be reviewed and adjusted.

The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have **SEND**. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the **SEND** most frequently encountered **SEND CODE OF PRACTICE (2015, 6.37)**.

In Ditton CE Junior School, the quality of teaching was judged to be requires improvement in our last Ofsted inspection and the school is working closely with the Local Authority and other advisory agencies to improve this to good.

We follow the **MAINSTREAM CORE STANDARDS** advice developed by Kent County Council to ensure that our teaching conforms to best practice. To find out more about, please refer to the **MAINSTREAM CORE STANDARDS** guide, which is available on Kent County Council's website, alongside a brief introduction for parent/carers.

MCS guide: https://www.kelsi.org.uk/_data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

Parent/carer version: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf

In meeting the **MAINSTREAM CORE STANDARDS** the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How the school adapts the curriculum and learning environment for pupils with Special Educational Needs

At Ditton CE Junior School, we follow the advice in the **MAINSTREAM CORE STANDARDS** on how to adapt the curriculum and the learning environment for pupils with **SEND**. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in **EDUCATION, HEALTH AND CARE PLANS**.

Additional support for learning that is available to pupils with Special Educational Needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring **SEND** support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our **PROVISION MAP**. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school, known as **HIGH NEEDS FUNDING**.

How the school enables pupils with Special Educational Needs to engage in activities of the school (including physical activities) together with children who do not have Special Educational Needs

All clubs, trips and activities offered to pupils at Ditton CE Junior School are available to pupils with **SEND** either with or without an **EDUCATION, HEALTH AND CARE PLAN**. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with Special Educational Needs

At Ditton CE Junior School, 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 of Personal Social, Health and Relationship Education 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 other support, such as time-out spaces to allow pupils to regulate their emotions in a safe way or mentor time with our a member of the senior leadership team or our Family Liaison Officer. With parental agreement, external referrals to School Public Health or the Child and Young People's Mental Health Service may be made.

Pupils in the early stages of emotional and social development because of their **SEND** 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 4: The name and contact details of the Inclusion Team

The **INCLUSION MANAGER** co-ordinates and monitors **SEND** provision across the school. Further information about the Inclusion Team, including contact details, may be found in appendix 5.

SECTION 5: Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training Mainstream Core Standards, Zones of Regulation and Hearing Impairment.

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 the **SPECIALIST TEACHING AND LEARNING SERVICE**, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists and other health professionals. The cost of training is covered by the notional SEN funding.

SECTION 6: Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

SECTION 7: The arrangements for consulting parent/carers of children with Special Educational Needs about, and involving them in, their education

All parent/carers of pupils at Ditton CE Junior School are invited to discuss the progress of their children on three of occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a **SEND**. All such provision will be recorded, tracked and evaluated on a **PROVISION MAP** which will be shared with parent/carers three times per year.

If following this normal provision improvements in progress are not seen, we will contact parent/carers to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having **SEND** because **SPECIAL EDUCATIONAL PROVISION** is being made and the parent/carer will be invited to all planning and reviews of this provision. Parent/carers will be actively supported to contribute to assessment, planning and review.

In addition to this, parent/carers of pupils with an **EDUCATION, HEALTH AND CARE PLAN** will be invited to contribute to and attend an **ANNUAL REVIEW**, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parent/carers.

SECTION 8: The arrangements for consulting young people with Special Educational Needs about, and involving them in, their education

When a pupil has been identified to have **SEND** because **SPECIAL EDUCATIONAL PROVISION** is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parent/carers are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

SECTION 9: The arrangements made by the governing body relating to the treatment of complaints from parent/carers of pupils with Special Educational Needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Ditton CE Junior School are used for complaints about provision made for **SEND**. We encourage parent/carers to discuss their concerns with the Class Teacher, Inclusion Manager or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, 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 an **EDUCATION, HEALTH AND CARE PLAN** where there is a statutory right for parent/carers to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

SECTION 10: How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of the **LOCAL INCLUSION FORUM TEAM (LIFT)** for access to **SPECIALIST TEACHING AND LEARNING SERVICE (STLS), including the STLS SURGERIES**
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg SENCO forum, SENCO Best Practice Groups, etc

SECTION 11: The contact details of support services for the parent/carers of pupils with Special Educational Needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parent/carers of a disabled child or child with **SEND** and to children and young people up to age 25 who have a **SEND**.

Trained staff can provide impartial legally based information and support on educational matters relating to **SEND**, including health and social care. The aim is to empower parent/carers, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

SECTION 12: 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 Ditton CE Junior School 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. Many of our children come to us from Ditton Infant School and each year we devise a transfer support programme for term 6, involving the children meeting and working with the year 3 staff and year 2 lessons taking place on the junior campus. Junior staff attend infant **ANNUAL REVIEWS** and there is a comprehensive handover of pupil information from the year 2 to year 3 teachers. For children transferring from other settings at the start of year 3 or casual in year admissions, visits are arranged where possible and contact is made with the feeder setting to gain an understanding of the child's needs. All of these processes are put in place to gain an in depth understanding of the pupil's needs, thus ensuring provision is put in place to ensure a smooth transition.

We also contribute information to a pupils' onward destination by providing information to the next setting. Year 6 leavers are generally offered visits and taster sessions to their secondary schools in term 6 and key staff from the feeder and destination schools connect to facilitate a comprehensive handover of information. Written SEND information is passed to destination schools for children who leave mid phase and, when appropriate, this is backed up by verbal information to ensure a child's **SEND** are understood.

SECTION 13: Information on where the local authority's local offer is published.

The local authority's local offer, known as the SEND Information Hub, is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parent/carers

without internet access should make an appointment with the **INCLUSION MANAGER** for support to gain the information they require.

Approved by the GB on

Next review on

Appendices

1. SEND Legislation and linked school policies
2. SEND Glossary and Jargon Buster
3. SEND Assessment Menu
4. SEND Policy Flow Chart
5. Ditton CE Junior School Inclusion Team

Appendix 1: SEN&D Legislation and linked school policies

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Accessibility
- Behaviour, Rewards and Exclusions
- Children with Health Needs who cannot attend school
- Child Protection Policy
- Complaints Procedure
- Equality Information and Objectives
- Supporting Pupils with Medical conditions
- Teaching, Learning and Assessment – Teaching and Learning Principles

Appendix 2: SEND Glossary and Jargon Buster

Annual review: the review of an EHCP which the local authority must make as a minimum every 12 months.

Assess – Plan – Do – Review: When a child's barriers to learning are identified through assessment, a plan is made to help them overcome them. The class teacher is responsible for writing and implementing the plan, which is reviewed to ensure that the intended outcomes are being achieved by the child. The assess – plan – do – review cycle is repeated at least three times a year whilst the child remains on the SEND Register.

Adaptations: Adaptations, which include differentiation, means tailoring teaching and learning experiences to meet the needs of individuals or groups within the class. Teachers may change the content of what is taught, how it is taught, the expectations for the work children produce or the support that is put in place to help children achieve the desired outcomes.

Education, Health and Care Plan (EHCP): An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

GDPR: GDPR relates to the Europe-wide data protection laws, laid down in the UK Data Protection Act 2018, which give protection and rights to individuals about the handling of their personal information.

Graduated Approach: The graduated approach involves the teacher using information gathered from the assess – plan – do – review cycle to make judgements about the progress a child is making. In doing this, the teacher is alerted to any barriers that may be getting in the way of the child making comparable progress to their peers.

High Needs Funding: High needs funding (HNF) is money that schools and colleges can apply for to help them to support a child. Schools can apply for high needs funding if a child needs more than £6,000 spent on them to meet their needs. This is only for children in mainstream schools, including free schools and academies. The funding grant is made for one year, so the school will need to reapply for high needs funding each year. Parent/carers can find out more at <https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-school-age-children/support-for-send-professionals/send-funding-for-schools>

Inclusion Manager: At Ditton CE Junior School the Inclusion Manager is a member of the Senior Leadership Team and assumes the role of SENCO. A SENCO must be a qualified teacher and has responsibility for co-ordinating SEND provision. The role of Inclusion Manager encompasses and includes a general and shared responsibility for the progress and well-being of all children and a specific responsibility for the progress of the following groups of children:

- Children with additional needs, with learning difficulties or disabilities or low levels of wellbeing
- Children with English as an additional language and from ethnic groups identified nationally, or within school as underachieving

- More able children across the curriculum
- Children who are in the care of the local authority (Looked After children)
- Children for whom there are Child Protection concerns
- Children who are newly arrived into this country, education system or school.

Inclusion Team: The Inclusion Team at Ditton CE Junior School is made up of the Inclusion Manager, the Inclusion Assistant/Family Liaison Officer and the SEND Governor.

Inclusive Provision: The principle of Inclusion is that children with Special Educational Needs (SEN) or a Disability have the right to be educated in Mainstream Schools alongside other children from their community rather than being educated in Special Schools. In practice it means all children have equal access to good quality learning experiences and opportunities. To make this possible, the school must identify any barriers to learning and take steps to support pupils to overcome them.

Intent, Implementation and Impact: Intent describes the specific plan for what a pupil will come to know or be able to do. At Ditton CE Junior School we have high academic ambition for all our pupils and the school does not offer pupils with SEND a reduced curriculum. The national curriculum, or a curriculum of comparable breadth and ambition which meets the needs of pupils with SEND, is delivered. Children's skills are developed so they can apply what they know with increasing fluency and independence. Implementation happens when a support plan is put into practice. Impact describes the outcome of the plan. For pupils with SEND, our aim will always be for maximum positive impact, so that our pupils with SEND acquire the knowledge and cultural capital they need to succeed in life. They are well prepared for the next stage of education.

KELSI: KELSI is a resource for school professionals in Kent run by Kent County Council. Information relating to Special Educational Needs may be found at www.kelsi.org.uk/special-education-needs/special-educational-needs.

Local Inclusion Forum Team (LIFT): When it is considered that additional advice, training or support is needed to meet the needs of an individual pupil, a referral to the Local Inclusion Forum Team (LIFT) may be made. At the LIFT meeting the school will have the opportunity to discuss the child's case in detail with colleagues from other schools, an Educational Psychologist and specialist outreach providers, including specialist teachers. The aim of the discussion is to find solutions to problems, drawing on the knowledge, experience and expertise of everyone in the group so that schools can make better provision from within their existing resources.

Mainstream Core Standards: This is practice guidance for mainstream schools published by the Local Authority, outlining the provision schools are expected to make available for children and young people with SEND.

Personalised Plan: This document records the Assess – Plan – Do – Review cycle for pupils who have been identified as needing SEND Support.

Provision Map: A provision map is a document that shows interventions, support and additional staffing offered to learners across the school.

Provision Plan: This document records the Assess – Plan – Do – Review cycle for pupils who have an Education, Health and Care Plan.

Pupil Profile: This document complements the Personalised or Provision Plan. It includes specific information about the pupil's special educational needs and/or disability needs and the resources and strategies used to support them. It also documents the pupil's interests, strengths, areas for development and captures the pupil voice about how they like to be supported. It is a working document that may be reviewed and updated throughout the year, helping the child and his/her parent/carers to establish beneficial dialogue and a shared understanding of what the school can do to help the child learn most effectively.

Quality First Teaching (QFT): Quality First Teaching is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality First Teaching includes adapted learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others.

SEND Code of Practice: The current Special Educational Needs and Disability (SEND) Code of Practice was published by the government in 2014 to provide guidance to those organisations working with, and providing support to, children and young people (from 0 to 25 years) with special educational needs and disabilities. It outlines the legal requirements and statutory guidelines for schools, academies and local authorities, as set out in the Children and Families Act 2014, the Equality Act 2010, and the Special Educational Needs and Disability Regulations 2014. A copy of the SEND Code of Practice may be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

SEND Register: This is the register of children in the school for whom additional provision is made to overcome an identified barrier to learning, either at SEN Support or through an EHCP. Parent/carers will be informed before their child is added to or removed from the register.

SEN Support: SEN Support is intensive and personalised intervention which is required to enable the child to be engaged in learning. It will usually involve significant amounts of resource from the educational setting. Each child identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A Personalised Plan of support will be devised and be reviewed and adjusted at least three times per year.

Special Educational Needs and Disability (SEND): A child or young person has special educational need (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 has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Many children 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'.

Special educational provision: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children with SEN or disabilities to access the National Curriculum at school.

SEND Support, Training and Resources: Currently at Ditton CE Junior School, the school has:

- Free membership of LIFT for access to the specialist teaching and learning service
- Access to the local authority's service level agreement with Specialist Teachers / Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make referrals to Early Help, the School Health Service, Community Paediatric Services and the Child and Young People Mental Health Services.
- Membership of professional networks for SENCO, eg SENCO Forum.

SMART Targets: Targets set for pupils which are Specific, Measurable (& Motivating), Achievable, Relevant and Timed.

Specialist Teaching and Learning Service (STLS): STLS gives advice and training to schools on how to meet the needs of children with SEND. They can provide specialist assessments and support schools to devise bespoke adaptations for children based on their individual needs.

STLS Surgeries: The Specialist Teaching and Learning Service (STLS) has advisory teachers, each one a specialist in an area of special educational provision, who hold surgeries throughout the school year. These surgeries offer schools the opportunity to brainstorm new ways of supporting an unnamed child whose learning or progress is causing concern. Discussion with parent/carers always precedes their child's case being taken to the STLS Surgery.

Support Plan: A plan documenting the support given to a child. This may be an Intervention Record, a Personalised Plan or a Provision Plan.

Appendix 3:



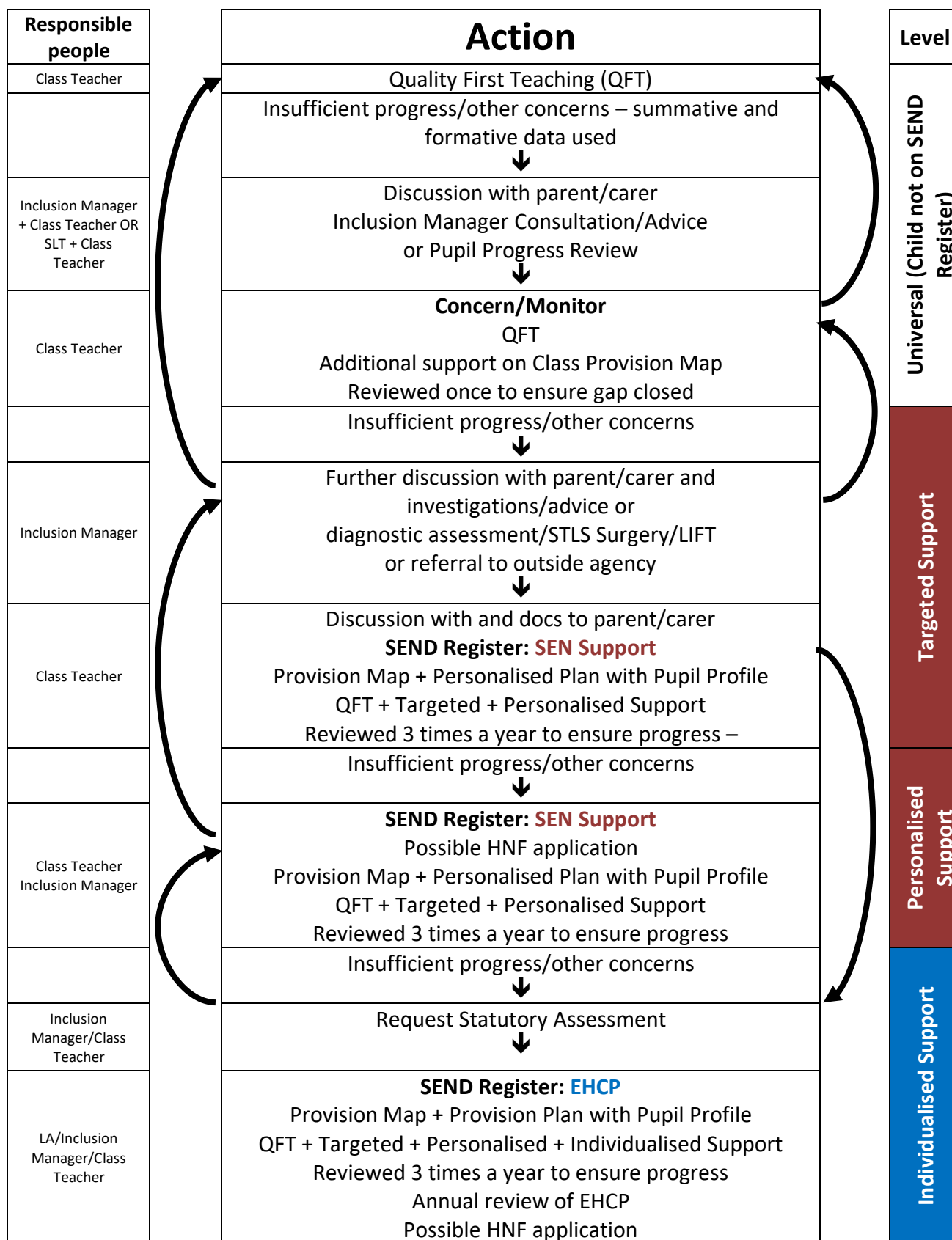
Ditton CE Junior School SEND Assessment Menu

Assessment area	Standardised tests	Non-standardised materials
Underlying Ability (standardised tests should be less than 15 years old to be valid)		
Ability – verbal	BPVS (receptive vocabulary) Wide Range Intelligence Test (WRIT)	
Ability – non verbal	Wide Range Intelligence Test (WRIT)	
Attainment (standardised tests should be less than 10 years old to be valid)		
Book knowledge (concepts of print)		Concepts of Print Assessment (http://www.mlpp-msl.net/assessments/conceptsofPrint/Concepts-of-Print-A.pdf)
Sound-symbol correspondence	Test of Auditory Processing Skills (TAPS) York Assessment of Reading for Comprehension	
Reading – word level (single word, sight vocabulary/HFW, non-word, fluency)	York Assessment of Reading for Comprehension	High Frequency Word List
Reading – text level (in context - accuracy, comprehension, rate)	STAR Reading Assessment (Accelerated Reader) York Assessment of Reading for Comprehension	Miscue analysis

Attainment (standardised tests should be less than 10 years old to be valid)			...cont
Assessment area	Standardised tests	Non-standardised materials	
Writing – spelling (single word)	Vernon Graded Word Spelling Test An Observation of Early Literacy Achievement assessments	High Frequency Word List Free writing sample and spelling analysis	
Writing – text (sentence level, text level, content, structure, vocabulary, use of language, aided/unaided)		Free writing	
Handwriting (legibility, fluency, speed) Motor skills		How to Understand and Support Children with Dyspraxia Checklists Clever Fingers assessment DISDJS Motor Skills assessment	
Numeracy (dyscalculia, skills)	Rising Stars/NFER tests Sandwell Early Numeracy Test		
Cognitive processes (standardised tests should be less than 15 years old to be valid)			
Phonological processing (auditory discrimination, syllables, alliteration and rhyme, spoonerisms, phonemic awareness, rapid naming, fluency)	Lucid LASS York Assessment of Reading for Comprehension	Phonological Awareness Battery (PhAB) How to Identify and Support Children with Dyslexia Checklists	
Memory – short term/working memory (auditory sequential memory, sequences)	Lucid LASS	Working Memory Checklist	
Visual processing (discrimination, sequencing)	Wide Range Intelligence Test (WRIT) Test of Visual Processing Skills (TVPS)		
SpLD screening	Lucid LASS	Identification of Pupils on the Dyslexic Continuum – Primary/Secondary How to Identify and Support Children with Dyslexia Checklists How to Understand and Support Children with Dyspraxia Checklists	

Other		
Assessment area	Standardised tests	Non-standardised materials
Speech		Speech Sound Assessment
Language	Language Link	Checklists – eg Language for Learning, Afasic checklists
Social, emotional and mental health Behaviour difficulties	Boxall Profile Online	Checklists – eg Coping in Schools Scale, Language for Learning, SNIP Behaviour Audit, ADHD/ASD checklists and observation schedules, Strengths and Difficulties Questionnaire Analysis of school behaviour records

Appendix 4: SEND Policy Flow Chart



Sufficient progress at any of this process may indicate that a child may move from EHCP to SEN Support, from SEN Support to Monitor/Concern or be removed from Monitor/Concern. The Inclusion Manager may fast track a case through the Phases if appropriate.

Appendix 5: Ditton CE Junior School Inclusion Team

Inclusion Manager: Mrs Ruth Campbell

Mrs Campbell works part time and is generally in school on Monday – Wednesday each week

Qualifications: Qualified Teacher Status, Post Graduate Certificate in Enabling Learning, Post Graduate Diploma in Assessing and Teaching Pupils with Specific Learning Difficulty.

Experience: 20+ years as SENCO/Inclusion Manager, supporting pupils with a wide range of needs including Autistic Spectrum Condition; Hearing Impairment; Moderate Learning Difficulties; Physical Disability, Social, Emotional and Mental Health Needs; Specific Learning Difficulties; Speech, Language and Communication Needs and Visual Impairment.

Inclusion Assistant/Interim Family Liaison Officer (FLO): Mrs Megan Payne

Mrs Payne works part time and is generally in school on Monday – Friday mornings and all day Thursday.

Qualifications: Higher Level Teaching Assistant (HLTA) status

Experience: Mrs Payne has worked at the school since September 2014 and been an HLTA since 2017. She supports the Inclusion Manager with the full range of Inclusion responsibilities and has undergone training to develop her skills and experience in diagnostic assessment and interventions. She began her FLO role in 2022, focusing on liaison between our families and the school community ensuring the best for the children at all times.

SEND Governor: Mr Keith May

Experience: Mr May has been a school governor since 1988 and has served as chair on several occasions as well as chairing sub-committees. He is currently a governor at both a primary and secondary school. In addition he is a National Leader of Governance, which involves mentoring and supporting both chairs and governing bodies. He carries out part time work for a national education trust as an education governance consultant.

Any member of the Inclusion Team may be contacted via the school office on
01732 843446.

Alternatively, Mrs Campbell may be contacted by email
usen-coordinator@ditton-jun.kent.sch.uk