



# Policy Document

## Ditton Church of England Junior School

# SEND Policy

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## Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2015
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

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

- Behaviour
- Complaints
- Accessibility
- Child Protection
- Health and Safety
- Support Pupils with Medical Needs
- Attendance

## Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.





## Definition of Disability

Many children and young people who have SEND 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’.

## SEND provision at Ditton CE Junior School

At Ditton CE Junior School, we can make provision for every kind of frequently occurring special educational need/disability without an Education, Health and Care Plan; for instance, dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social and emotional difficulties. There are other kinds of special educational need/disability 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. 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 special educational needs.



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# Identification and Assessment of Pupils with SEND

At Ditton CE Junior School, we regularly monitor the progress of all pupils. We use a range of assessments with all the pupils at various points throughout their time with us. These can include: Speech and Language Link, Wide Range Intelligence Test (WRIT) and Boxall Profile.

Where progress is not sufficient, even if special educational need/disability has not been identified, we can put in place extra support to enable the pupil to catch up. Examples of support include Speech and Language programmes, reading support, and gross and fine motor skills interventions.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted to their need. For these pupils, and in consultation with parents and carers, we will use a range of assessment tools to determine the cause of the learning difficulty, and where appropriate, we will access support from external advisors.

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. These will be shared with parents, put into a SEND support plan, and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need/disability because the school is making special educational provision for the pupil which is additional and different to what is normally available.



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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 special educational need/disability. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs/disability. When any change in identification of SEND is made, parents 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.

## **Provision for Pupils with SEND**

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

Each review of the SEND support plan will be informed by the class teachers and the assessment information from teachers and teaching assistants, which will show whether adequate progress is being made.

For pupils with 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.



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## The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs/Disability

Every pupil in the school has their progress tracked. In addition to this, pupils with special educational needs/disability may have more frequent assessments of reading age, spelling age etc. 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 SEND support plan will be reviewed and adjusted.

## The school's approach to teaching pupils with Special Educational Needs/Disability

High quality teaching, adapted 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.



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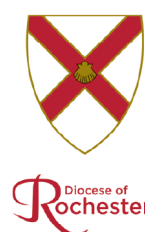


## Adapting the curriculum and learning environment for pupils with Special Educational Needs/Disability

At Ditton CE Junior School, we follow the advice in the SEN Mainstream Core Standards <https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards> on how to adapt the curriculum and the learning environment for pupils with special educational needs. 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 for pupils with Special Educational Needs/Disability

As part of our budget, we receive 'notional SEND funding'. This funding is used to ensure high quality teaching 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 we constantly evaluate additional support to ensure that it is fit for purpose. 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. Where appropriate, we will apply for Higher Needs Funding to the local authority.



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## Accessibility of activities for pupils with SEND

All clubs, trips and activities offered to pupils at Ditton CE Junior School are available to pupils with special educational needs/disability 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 SEND

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 and interventions as well as indirectly with every conversation an adult has with pupils throughout the day.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support. Support may include access to talk time or nurture time with the learning mentor, external referrals to Early Help and mental health services.

## The name and contact details of the SEND Co-Ordinator (SENDCo)

The SENDCo at Ditton CE Junior School is Mrs Kelli Moon;

Contact Information:

01732 843446

[moonk@ditton-jun.kent.sch.uk](mailto:moonk@ditton-jun.kent.sch.uk)





## **Expertise and Training of staff in relation to children with SEND**

All teachers and teaching assistants have had awareness training in SEND. Relevant staff are provided with information on the needs of each child and in-house training given as necessary. Where a training need is identified that cannot be met in-house, we will find a provider who is able to deliver it. We work closely with Specialist Teachers and other advisory bodies who can provide a wide range of training.

## **Equipment and facilities to support children with SEND**

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

## **Arrangements for consulting with parents/carers of children with SEND**

All parents of pupils at Ditton CE Junior School are invited to discuss the progress of their children at different points throughout the year as well as receiving a written report(s). 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



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monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need/disability.

All such provision will be recorded, tracked, and evaluated.

If, following the assess, plan, do, review process, improvements in progress are not seen, we will contact parents to discuss additional support and where necessary 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 special educational needs/disability because special educational provision is being made.

In addition to this, parents and 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 parents.

## **Consulting with children with SEND**

When a pupil has been identified as having special educational needs/disability 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-centered planning. Parents 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.

## **Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND**



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The normal arrangements for the treatment of complaints at Ditton CE Junior School are used for complaints about provision made for special educational needs/disability. We encourage parents to discuss their concerns with their child's class teacher, SENDCo 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 EHCP, where 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 school.





## **How the Governing Body involves support services in meeting the needs of pupils with SEND**

The governing body and school have engaged with the following support services:

- Free membership of Local Inclusion Forum Team (LIFT) for access to Specialist Teaching and Learning Service (STLS); this includes STLS surgeries and consultations with specialist teachers
- Access to the Local Authority's service level agreement with Speech and Language Therapy Services/ Occupational Therapy Services/ Physiotherapy Services for pupils with requirements for direct therapy or advice
- Ability to make ad hoc requests for advice from the Communication and Assistive Technology Team
- Membership/engagement with the professional networks

## **Contact details of support services for the parents/carers of pupils with SEND**

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, 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.



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They can be contacted on:

HELPLINE: 03000 41 3000

E-Mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

Website: [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

## **The school's arrangements for supporting pupil's with SEND 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 to seek the information necessary to make the transfer as seamless as possible.

We also contribute information to a pupil's ongoing destination by providing information to the pupil's next setting. We make sure that in the transition from junior school to secondary school, we arrange additional visits and meetings with SENDCo and support staff where appropriate.

If a child has an EHCP, we also ensure that we complete an annual review in collaboration with parents and the pupil's ongoing school, to enable effective communication of the pupil's needs.



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## Information of where the local authority's local offer is published

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents/carers without access to the internet should make an appointment with the SENDCo for support to gain the information they require.



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## SEND Glossary of Terms

**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.

**High Needs Funding:** High needs funding (HNF) is money that schools and colleges can apply for to help them to support a child.

**Inclusion Team:** The Inclusion Team at Ditton CE Junior School is made up of the SENDCo, the 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



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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. 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.

**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-educationneeds/special-educational-needs](http://www.kelsi.org.uk/special-educationneeds/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 providing that the pupil's case has been discussed at a minimum of 2 STLS surgeries. 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.



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**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.

**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.

**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.

**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’.



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**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.



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