



Ditton CE Junior School Special Educational Needs & Disability (SEN&D) 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 representatives of Ditton CE Junior School, including those whose children have special educational needs. The SEN Governor was also consulted. The Policy includes information about:

- How we make SEN&D Provision for a child and track their progress
- How children with SEN&D are identified
- Expectations of SEN&D pupils in terms of attainment and progress
- How SEN&D provision is documented and monitored
- Consulting with children and their parents about SEN&D provision
- Support when children change schools
- And the complaints procedures

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

Definitions used in this Policy

There is some specific terminology relating to SEN&D that will be used in this policy (shown in **BOLD CAPITAL LETTERS**), which is explained in a SEN&D Glossary (appendix 2).

Making SEN&D Provision for a child

The responsibility for making provision for pupils with **SEN&D**, including identifying children who may have SEN&D (although not necessarily the nature of the barrier to learning) and planning, delivering and reviewing **SEN&D PROVISION** rests with the Class Teacher. This is known as the **ASSESS – PLAN – DO – REVIEW** cycle. The Class Teacher must seek advice/support/training to enable them to understand the SEN&D occurring in their class and their first port of call is the Inclusion Manager in the school, who will signpost staff to appropriate **SEN&D SUPPORT, TRAINING AND RESOURCES**. Teachers in Training and Newly Qualified Teachers will be supported by their mentor and the Inclusion Manager. If an intervention is to be delivered by another member of staff, the class teacher must be fully aware of its **INTENT, IMPLEMENTATION AND IMPACT**.

When any change in identification of SEN&D is made, parents will be notified by the class teacher and it is also his/her responsibility to inform all who work with the child of their targets and expected outcomes, the support to be provided and the teaching approaches to be used through an appropriate **SUPPORT PLAN**.

The Inclusion Manager co-ordinates and monitors SEN&D provision across the school. Further information about the Inclusion Team, including contact details, may be found in appendix 3.

SEN provision begins with QFT

High quality **INCLUSIVE PROVISION** begins with 'Quality First Teaching' (QFT). QFT includes:

- highly focused lesson design with sharp objectives

- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- regular use of resources to support children of all levels.

To find out more about what is considered to be QFT or targeted, personalised or individualised provision for pupils with SEN&D, please refer to the Mainstream Core Standards document (soon to be replaced with the Inclusion in Kent Schools document) available on Kent County Council's website, www.kelsi.org.uk.

Tracking pupil progress

At Ditton CE Junior School we monitor the attainment and progress of all pupils at least three times a year. 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 senior leaders and discussed in detail at Pupil Progress Review meetings to ensure each child makes optimum progress.

Where progress is not sufficient, even if a SEN&D has not been identified, we make changes to QFT or put in place extra support to enable the pupil to catch up. Examples of extra support are 1:1 Reading and Fluency in Number Facts, Speech/Language/Social Skills groups, Circle of Friends, 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.

Identifying children with SEN&D

Some pupils may make inadequate progress despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We have access to external advisors through our **SCHOOL BASED REVIEW** with our link Educational Psychologist, 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 SEN&D and making provision for them is outlined in a flow chart in appendix 4.

Expectations of SEN&D pupils in terms of attainment and progress

Children with SEN&D need extra provision to access learning and make progress. Attainment for pupils with SEN&D may be lower than their peers.

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

Where progress is below expected, the pupil will be discussed with the Inclusion Manager or at Pupil Progress Meetings so that barriers to learning are identified without delay. The Inclusion Manager will give support and/or seek advice from agencies beyond the school as appropriate, so that class teachers can understand the pupils’ needs and make appropriate differentiated, targeted, personalised or individualised provision. Class Teachers will then repeat the assess – plan – do – review cycle, documenting SEN&D provision on an appropriate Support Plan.

Documenting SEN&D provision

SEN&D provision is documented by Class Teachers on a Support Plan using appropriate templates found in appendix 5 and stored securely in accordance with **GDPR** regulations, as follows:

SEN Status	Pupil on SEN&D Register	
	SEN SUPPORT	EHCP
Support Plan names	PERSONALISED PLAN + PUPIL PROFILE	PROVISION PLAN + PUPIL PROFILE
Plan to include details of	<ul style="list-style-type: none"> • Long term targets over academic year or key stage • Resources required to meet pupil needs • All QFT relevant to the pupil’s needs (including DIFFERENTIATION) in strategies section • All targeted, personalised or individualised interventions addressing particular needs • Details of frequency, duration, status of person delivering provision, eg Teaching Assistant (TA), Class Teacher (CT), Speech and Language Therapist (SALT), etc (enabling costing of provision) • Short term SMART TARGETS (how impact will be measured when the plan is reviewed) • Reviews related specifically to SMART targets, with identified next steps. 	
Reviews	3 times a year – terms 1, 3 and 5 with transition review in term 6 where needed	
	+ ANNUAL REVIEW	
	Review early if provision not having desired impact	
Contributors & copies to	Pupil, Parent, Inclusion Manager, other key staff working with pupil	

Monitoring SEN&D Provision

Monitoring of provision considers its intent, implementation and impact. Monitoring data is cross referenced from a variety of sources:

- Classroom observations, learning walks, scrutiny of planning and children’s books
- Conferencing with pupils and parents
- Analysis of progress data three times a year
- Review audit of support plans three times a year

Identified areas for development will be actioned by the Inclusion Manager. An annual review of the effectiveness of SEND provision will be reported to the governors by the Inclusion Manager.

Consulting children with SEN&D about their education

All pupils with SEN&D will be consulted about and involved in the arrangements made for them as part of child-centred planning. This will be led by the class teacher and may take the form of a **PUPIL PROFILE**.

Involving and supporting parents of children with SEN&D

All parents of pupils at Ditton CE Junior School are invited to discuss the progress and targets for their children twice a year. All parents receive a written end of year report. In addition, we are happy to arrange meetings as needed.

Parents of pupils who have been identified as having SEN&D are actively encouraged to contribute to the assess – plan – do – review cycle and their support will be recorded on a Support Plan. In addition to this, parents of pupils with an EHCP will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. **INFORMATION ADVICE AND SUPPORT KENT (IASK)** provides a free, impartial and confidential information, advice and support service for parents of a child with SEN&D.

Support when children change schools

Ditton CE Junior School works closely with the educational settings used by the pupils before and after they are on roll with us to seek and share the information. For example, visits will be arranged with our feeder and destination settings, with teachers/practitioners/SENCOs meeting to discuss any needs, thus ensuring provision is put in place to ensure a smooth transition. Children coming into year 3 and those leaving from year 6 have opportunities for taster sessions in term 6. For some children additional visits may be arranged, especially in year transitions.

Complaints procedures

The normal arrangements for the treatment of complaints at Ditton CE Junior School are used for complaints about provision made for SEN&D. We encourage parents to discuss their concerns with the Inclusion Manager and/or Head Teacher in the first instance to resolve the issue before making the complaint formal to the Chair of the governing body. For further information, please refer to the Complaints Policy.

Policy Review

The next review of this policy is due on 1 February 2021.

Appendices

1. SEN&D Legislation and linked school policies
2. SEN&D Glossary
3. Inclusion Team
4. Flow Chart for SEN&D Practice at Ditton CE Junior School
5. SEN&D document templates
 - a. Class Provision Map
 - b. SEN Support Personalised Plan
 - c. Pupil Profile
 - d. EHCP Provision Plan
6. SEN&D FAQ
7. SEN&D Provision Menu
8. SEN&D Assessment Menu
9. Guidance for planning School SEN&D Calendar

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 Plan

Anti-bullying Policy

Behaviour Policy

Equality Policy and Equality Objectives

Complaints Policy and Procedures

Home Learning Policy

Child Protection Policy

Supporting Pupils with Medical Needs in Schools

Teaching and Learning Policy

Appendix 2: SEN&D Glossary

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 SEN Register.

Class Provision Map: This document is an overview document showing ***all*** of the provision made for children in a class, whether delivered within or outside the classroom, by class staff or other specialist provider. The Class Provision Map will be reviewed alongside the Personalised Plans and Provision Maps so that it remains up to date and a valid reference document for the class staff.

Differentiation: 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.

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 SEN 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.

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.

Information Advice and Support Kent (IASK): IASK provides a free and confidential information, advice and support service for parents of a child with SEN&D. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions, and to feel confident to express their views and wishes about education and future aspirations.

IASK can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

<http://www.kent.gov.uk/iask>

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 SEN&D, 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.

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

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, usually on one page, is produced and 'owned' by the child with support from parents/carers or school staff. It reflects their interests, strengths and the areas for development. 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.

School Based Review: This is a problem-solving meeting held three times a year in each school to discuss the needs of any pupils who are causing concern. It is attended by the school's Inclusion Manager, the class teacher, other members of school staff as appropriate and an Educational Psychologist. The meeting focuses on pupils identified by the Inclusion Manager for whom additional support or special arrangements have already been made but who continue to experience barriers to learning. Parents or carers are informed when their child will be discussed at this meeting. The outcomes of the meeting may include recommendations relating to:

- Adapting QFT or a child's support plan
- Further information or assessment data being gathered by the school staff
- A referral to an external agency or LIFT

SEN 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. Parents 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 (SEN&D): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age 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.

SEN&D 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.
- Three School Based Reviews with our link Educational Psychologist each year. There is also the possibility of making ad hoc requests for advice from Educational Psychology Service, Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO, eg SENCO Forum.

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

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 Inclusion Team

Inclusion Manager: Mrs Ruth Campbell

Mrs Campbell works part time and is generally in school alternate Tuesdays and every Wednesday and Thursday.

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. She is also Inclusion Manager at Ditton Infant School.

Speech and Language Therapist: Mrs Alice Sinclair

Mrs Sinclair is in school between 10am and 2pm on alternate Tuesdays.

Training: Post graduate Diploma in Speech and Language Therapy.

Experience: 15 years experience working with young people, aged from 0-19, across a range of settings including pre-school settings, mainstream schools, specialist provisions, clinics and in their own homes. Post graduate training includes Makaton signing, Picture Exchange Communication System (PECS), ADOS-2 (Autism Diagnosis Observation Schedule) and Functional Language in the Classroom (Maggie Johnson).

Learning Mentor: Mrs Maria Gray

Mrs Gray works full time in school.

Training: Cognitive Behaviour Therapy, Phonics, Language Support and Safeguarding.

Experience: Mrs Gray has worked at the school since September 2019.

SEND Governor: Mrs Sarah Curtis

Training: SEND Governor training.

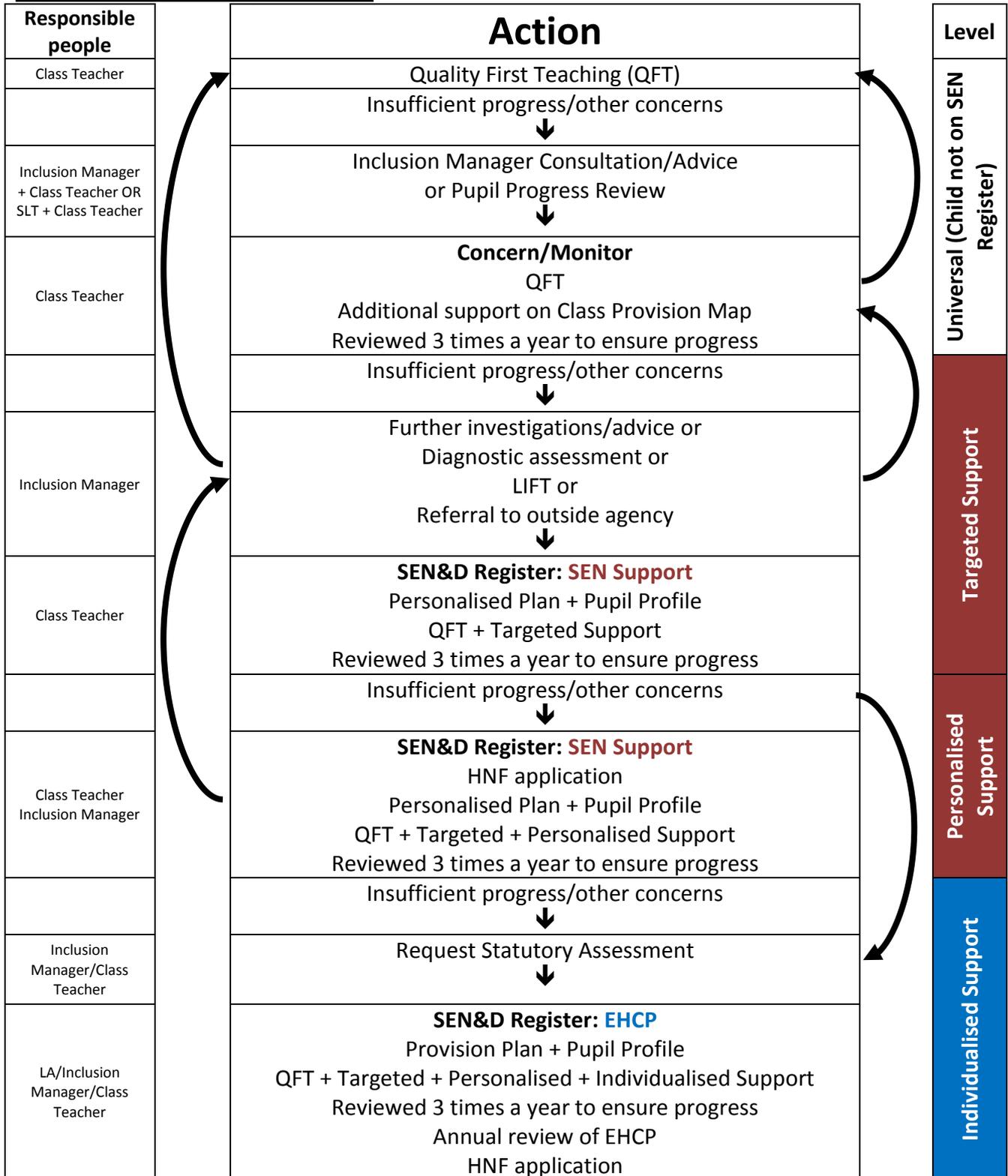
Experience: Mrs Curtis has been a Governor of the school since October 2015, with responsibility for SEND since October 2018. She makes regular monitoring visits to the school and works closely with Mrs Campbell.

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@ditton-jun.kent.sch.uk).

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: SEN&D document templates

- a. Class Provision Map
- b. SEN Support Personalised Plan
- c. Pupil Profile
- d. EHCP Provision Plan



Ditton CE Junior School

Class Provision Map

Class:		Teacher:		Term / Year:		
QUALITY FIRST STRATEGIES:						
INTERVENTIONS:						
Pupils	Assessment data before the intervention	Group size	Intervention	Freq / Duration / Staff	Intervention Target and Date for Review	Assessment data after the intervention and next steps
	Intervention					

Ditton CE Junior School

[Name], Year [x]

SEN Support Personalised Plan started on [date], reviewed on [date], [date] and [date]

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

[Name], Y[x] SEN Support Personalised Plan, [month year]



Ditton Junior School Pupil Profile

Name:		DoB:		Year group:	
Summary of need:					
What I am good at:			What I find hard:		
What interests or excites me:					
What I don't like doing:			What I can do independently		
What I can do to help myself in school:					
What adults can do to help me in school:					
The other people who support me are:					
Other important things I'd like you to know about me:					
Completed by:					
Profile date:		Review date:			

[Full Name's] EHCP Provision Plan in relation to [area of need] created on [date], reviewed on [date], [date] and [date]

1. The [area of need] outcome I am working towards.	Outcome (_):			
2. Changes that will be made to the National Curriculum or my course.				
3. What I need to help me. (resources)		<i>4. Resources/training for which funding has been applied/agreed</i>		
5. Ways to help me best. (strategies)				
6. Intervention I need, who recommended it and minimum time required	7. Who will provide this and when.	8. What I need to achieve by the next review (short term target).	9. How well did it work? <small>(At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)</small>	Date
In-year meeting ① ② ③	Provider signature	Paent/carer signature	Comments	Date

[Name], Y[x] EHCP Provision Plan, [month year

Appendix 6: SEN&D Frequently Asked Questions

Can school staff identify SEN&D?

Rather than give a child a particular label, at Ditton CE Junior School we believe it is more effective to identify specifically what a child can do well, which can then be used to support learning and overcome the particular identified barriers which hinder their progress. As a first step we explore a child's learning difficulties using a range of assessment tools to highlight a child's strengths and weaknesses.

We are experienced in using the following standardised assessment tools: Speech Link, Language Link, British Picture Vocabulary Scale (BPVS3), the Wide Range Intelligence Test (WRIT), Lucid LASS, the Boxall Profile Online, the Test of Auditory Processing Skills (TAPS), the Test of Visual Processing Skills (TVPS) and the York Assessment of Reading for Comprehension (YARC). Ditton Infant and Junior Schools have jointly invested in our own copies of many of these tools so that we are not reliant up the local authority loan system. We also make effective use of several reading and spelling tests, pupil observations and dynamic assessments to help us identify strengths and difficulties in particular areas of learning, communication/interaction, social/emotional/mental health needs or sensory/physical needs.

Once assessments are complete we will provide parents with a written analysis of the results. If the results of our investigations do not answer all the questions that exist about a child's barriers to learning, we may refer on to other agencies, such as LIFT, the Speech and Language Therapy Service, Occupational Therapy, Educational Psychologist, Community Paediatrician or the Child and Adolescent Mental Health Service. It is normal for these outside agencies to expect the school to have done some preliminary assessments to rule out common learning difficulties, before other barriers, eg development disorders such as ADHD or ASD, are considered.

What sort of SEN&D is found in the Ditton CE Junior School population?

We make provision for every kind of frequently occurring SEN&D without an EHCP, for instance specific learning difficulties (such as dyslexia, dyspraxia and dyscalculia), speech, language or communication needs, Autistic Spectrum Conditions (including Asperger's Syndrome), cognition and learning difficulties, social, emotional or mental health needs, ADHD, physical needs, hearing impairment, visual impairment, sensory needs and moderate learning difficulties. There are other kinds of special educational need 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 currently meets the needs of pupils with an Education, Health and Care plan with cognition and learning needs, Autistic Spectrum Condition, speech, language or communication needs and hearing impairment. 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.

Teachers have a lot to manage in the classroom. How are they supported to be teachers of pupils with SEN&D?

The school has a strong programme of professional development for teachers and teaching assistants. Recent awareness training has included: phonics, reading, language and hearing impairment support. When appropriate, teachers or teaching assistants working directly with particular children with additional needs also attend LIFT meetings to discuss the support needed. This supports them in becoming more skilled in identifying strategies for an inclusive learning environment.

Where a training need is identified beyond our expertise we will find a provider who is able to deliver it. Training providers we can approach include Five Acre Wood and Ridge View Special Schools, the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Specialist Teaching and Learning Service, etc. The cost of training is covered by the notional SEN funding.

What is the point of Personalised Plans and Provision Plans?

There are a number of very important purposes for recording the support given to pupils with SEN&D, which is why it is so important that support plans are well-written, comprehensive documents. These purposes include:

- Collating an overview of the SEN&D and provision for the class throughout the year
- Noting identified barriers to learning and SMART targets for individual children, both short term (termly) and long term (over academic year or key stage)
- Demonstrating impact of targeted, personalised or individualised provision addressing identified needs by recording small steps of progress
- Documenting provision over time for individual children
- Evidencing steps, strategies and approaches already tried to meet pupils' needs
- Supporting applications for High Needs Funding and Statutory Assessment

How is the curriculum and learning environment adapted to meet the needs of pupils with SEN&D?

The school strives to maintain strong inclusive practices. Where possible, children are given support in the learning environment alongside peers so that they can participate fully in the curriculum and learning experiences offered to all children. Adaptations to the curriculum and learning environment are made as appropriate. Some of these are simple adaptations, for example, using colour paper, whilst others require modifications such as to alterations to QFT, the curriculum, the timetable or physical environment. Careful consideration is given to ensure that each child's needs are met so that they can achieve their full potential alongside their peers.

How does SEN&D funding work?

As part of our school budgets we receive 'notional SEN funding' for all children. 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 SEN&D 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 current interventions we offer is on the school SEN Provision Menu (Appendix 7). In a very few

cases a very high level of resource is required. The school is required to fund up all provision and resources up to £6000 per year per child. Where the support plan documents targeted, personalised or individual provision costing above that amount, the school can apply to the Local Authority for a financial 'top up'. Further information about high needs funding is available on KELSI.

How does the school ensure inclusion for all SEN&D pupils?

All clubs, trips and activities offered to pupils at Ditton CE Junior School are available to all pupils with special educational needs either with or without an EHCP. Where 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.

What support is available for pupils with social, emotional or mental health needs?

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, eg through PSHE and assemblies, and indirectly with every conversation adults have with pupils throughout the day.

Pupils in all stages of emotional and social development will be supported to develop and mature appropriately and some children may require additional and different resources to achieve this. Class teachers will co-ordinate this provision for pupils in their classes, seeking additional support from the Inclusion Manager as necessary. In some cases, a Single Request for Support Form may be completed by a member of the Designated Safeguarding Team, usually in consultation with the parent, to access Intensive or Specialist support.

My child seems to manage a school day with ease, but really finds it very stressful. How do I get help for this?

Sometimes a child conforms to school expectations and appears to cope with everything asked of them, but parent/carers report very different behaviours at home. We recognise that children may have hidden anxieties about school, which may worsen if left unaddressed. When this happens, strong, ongoing dialogue between adults in school and at home is crucial. We work with parents and the child to reduce his/her anxieties about school and over time support them to develop ways to help themselves and have a more positive experience of school life.

Can the school obtain equipment and facilities to support children with particular needs?

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.

Where can I find out about the Local Offer

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

Appendix 7:



Ditton CE Junior School SEN&D Provision Menu

Intervention	Information about intervention	Success Criteria: how impact will be measured <i>*Note standardised tests may not be repeated before the recommended time period has elapsed</i>
Speech and Language		
Speech Sound Programme (SALT)	Usually 1:1	SALT targets & review
Speech Sound Programme (SpeechLink)	1:1 or small group if targets aligned	*SpeechLink retest
Language Programme (SALT)	Usually 1:1	SALT targets & review
Language Programme (LanguageLink)	1:1 or small group if targets aligned	*LanguageLink retest
Pre-Teach Vocabulary	1:1 or small group	Child can explain meaning of key vocabulary
EAL Language Support	1:1 or small group	*LanguageLink retest
Phonics		
Phonics Catch Up	1:6	% accuracy on phonics assessment or % accuracy of phonic phase phonemes in written work
Reading		
1:1 reading	1:1	% accuracy on book band or *target reading age
Pre-teach text	1:1 or small group	Child familiar with text before encountering it in class
Writing and Spelling		
Practice of Independent Spelling Strategies	1:1 or small group	Catch Me Card for using spelling strategies in independent writing signed at least <i>once</i> a day
Maths		
Fluency in Number Facts	Small group	% accuracy and speed in challenges
Physio / OT / Sensory / Motor Skills		
Physiotherapy Programme	1:1	Physio targets & review
Occupation Therapy Programme	1:1	OT targets met
Clever Fingers Programme	1:1 or small group	Children to form % of their letters correctly so that they are legible across all pieces of writing.
Motor Skills Programme	1:1 or small group	Completion of programme with improved skills

Intervention	Information about intervention	Success Criteria: how impact will be measured *Note standardised tests may not be repeated before the recommended time period has elapsed
Learning Mentor/Social Communication Support		
Confidence / Self-Esteem Support from Learning Mentor	1:1 or Small group	Increase in Wellbeing score
Friendship / Social Skills Programme	Small group	Increase in Wellbeing Score or improved engagement with peers and/or fewer recorded disputes at playtime
Active Listening Skills Programme	Small group	Increase in score for listening assessment
Personalised Activity Box	1:1	Time out / down time enables child to engage with learning
Transition Support (year group or key stage) Programme	1:1 or small group	Child makes successful transition to new class or key stage
Circle of Friends	Small group	Reduced behaviour incidents at play/lunch time and child ready for learning in subsequent lessons
Pastoral Support Plan	Group around the child	PSP targets met within agreed timeframe

Appendix 8:



Ditton CE Junior School
SEN&D 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)	Aston Index: Vocabulary Scale (expressive vocabulary)
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	Alpha to Omega Placement Test Quest Diagnostic Reading Test Aston Index: Grapheme/Phoneme Correspondence Aston Index: Sound Blending
Reading – word level (single word, sight vocabulary/HFW, non-word, fluency)	Hodder Oral Reading Test (HORT) York Assessment of Reading for Comprehension	Alpha to Omega Placement Test Aston Index: Schonell Graded Word Reading Test Quest Diagnostic Reading Test 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	Aston Index: Schonell Graded Word Spelling Test Alpha to Omega Placement Test High Frequency Word List Free writing sample and spelling analysis
Writing – text (sentence level, text level, content, structure, vocabulary, use of language, aided/unaided)		Aston Index: Free writing Free writing
Handwriting (legibility, fluency, speed) Motor skills		Quest Diagnostic Reading Test Aston Index: Copying Geometric Designs Aston Index: Graphomotor Test How to Understand and Support Children with Dyspraxia Checklists Clever Fingers assessment DISDJS Motor Skills assessment
Numeracy (dyscalculia, skills)	QCA Optional SATs Rising Stars/NFER tests	Dyscalculia Assessment Quest Diagnostic Number 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)	Phonological Awareness Battery (PhAB) Lucid LASS York Assessment of Reading for Comprehension	Aston Index: Sound Discrimination Quest Diagnostic Reading Test Alpha to Omega Placement Tests How to Identify and Support Children with Dyslexia Checklists

Cognitive processes (standardised tests should be less than 15 years old to be valid)		...cont
Assessment area	Standardised tests	Non-standardised materials
Memory – short term/working memory (auditory sequential memory, sequences)	Lucid LASS	Digit Memory Test Aston Index: Auditory Sequential Memory Aston Index: Visual Sequential Memory (pictorial/symbolic) Quest Diagnostic Reading Test Quest Diagnostic Number Test Working Memory Checklist
Visual processing (discrimination, sequencing)	Wide Range Intelligence Test (WRIT) Test of Visual Processing Skills (TVPS)	Quest Diagnostic Reading Test Aston Index: Visual Discrimination
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		
Speech	SpeechLink	
Language	LanguageLink	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 9: Guidance for planning School SEN&D Calendar

These timescales are a guide for annual planning of the SEN&D Calendar. Please see School Calendar for precise dates for the current year.

Month	Action
September	<ul style="list-style-type: none"> • SEN&D Register review (SIMS ready for Census) • Class Teacher discussions with Inclusion Manager about SEN&D • Class Teacher discussions with parents for pupils changing SEN status • Class Provision Maps/Personalised Plans/Provision Plans written • LIFT referrals identified and prepared
October/ Early November	<ul style="list-style-type: none"> • Parents sign SEN register form • Class Provision Maps/Personalised Plans/Provision Plans shared with/signed by parents and uploaded to Sharepoint
November	<ul style="list-style-type: none"> • Lift referrals identified and prepared • DJS Inclusion Report to Governors
December	<ul style="list-style-type: none"> • Pupil Progress Meetings • Class Teacher discussions with Inclusion Manager about SEN&D
January	<ul style="list-style-type: none"> • SEN&D Register review (SIMS ready for Census) • Class Teacher discussions with parents for pupils changing SEN status • 1st review + any new Class Provisions Maps, Personalised Plans and Provision Plans for terms 3 and 4 completed and uploaded to Sharepoint • LIFT referrals identified and prepared
February	<ul style="list-style-type: none"> • Parents sign SEN register form • Class Provision Maps/Personalised Plans/Provision Plans shared with/signed by parents and uploaded to Sharepoint • LIFT referrals identified and prepared • DJS Policy review
March	<ul style="list-style-type: none"> • Pupil Progress Meetings • Class Teacher discussions with Inclusion Manager about SEN&D • DJS Inclusion Report to Governors
April	<ul style="list-style-type: none"> • LIFT referrals identified and prepared
May/early June	<ul style="list-style-type: none"> • SEN&D Register review (SIMS ready for Census) • Class Teacher discussions with parents for pupils changing SEN status and parents sign SEN Register form • 2nd review + any new Class Provisions Maps, Personalised Plans and Provision Plans for terms 5 and 6 completed and uploaded to Sharepoint
June	<ul style="list-style-type: none"> • LIFT referrals identified and prepared
July	<ul style="list-style-type: none"> • Pupil Progress Meetings • Class Teacher discussions with Inclusion Manager about SEN&D • Transition meetings and support • Final review + any new Class Provisions Maps, Personalised Plans and Provision Plans for term 1 completed, sent home with pupil reports and uploaded to Sharepoint • DJS Inclusion Report to Governors