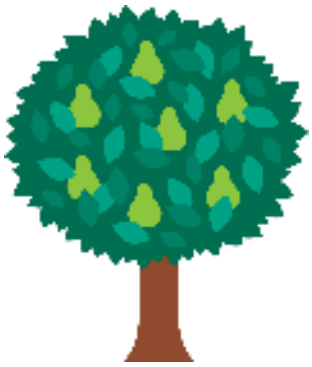
Policy for Inclusion and Special Educational Needs

Ditton Infant School



Inclusion Manager/SENCO:
Mrs S Boxall (Mondays, Tuesdays and Wednesdays)
Headteacher:
Mrs R Kreielmeier
SEND Governor:
Celia James/ James Milligan

Caring, sharing, learning and achieving within an inclusive and happy environment.

Approved by Governing Body	1.7.2026
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1. Aims

Ditton Infant School's Policy for Inclusion and Special Educational Needs aims to:

- Ensure our school fully implements national legislation and Kent Local Authority's guidance and expectations.

The policy sets out how our school will:

- Support pupils with SEND ensuring our best endeavours to provide the appropriate provision to enable positive outcomes.
- Provide an inclusive environment that enables pupils to access all aspects of school life alongside their peers.
- Provide pupils with the skills and attributes that enable them to become confident individuals who can successfully live fulfilling lives.
- Support pupils with SEND to realise their aspirations and achieve their best.
- Communicate with pupils with SEND and their parents or carers ensuring co-production and seek pupil and parent or carer voices to fully involve them in decision making and discussions to support their child's provision.
- Communicate and explain the roles and responsibilities of key school and external professionals who are supporting the provision for pupils with SEND.
- Ensure the SEND Policy is understood and implemented consistently by all staff and is monitored by Governors.

At Ditton Infant School all pupils irrespective of need access a broad and balanced curriculum which is delivered through high quality inclusive teaching to enable every pupil to make progress and reach their full potential socially, emotionally and academically. When required to do so, the school will make reasonable adjustments to support pupils with SEND. The school set high expectations and aspirations for each individual pupil, working together with them, and their parents/carers to ensure that pupils with SEND become confident and independent children who are able to successfully transition to the next phase of their education.

2. Legislation and Guidance

This policy is written in line with:

- Children and Families Act 2014 – Part 3: Children And Families Act 2014 Part 3
- Special Educational needs and Disability (SEND) Code of Practice 2015:
- The Special Educational Needs and Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: Equality Act 2010
- School Admission Code 2021 School Admission Code 2021
- The School Information Regulations: Updated 24/10/24
- Maintained Schools: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
- Governance in Maintained Schools Handbook 2024: Governance in Maintained Schools

Kent Local Authority:

The Local Authority's local offer
The Local Authority's Offer can be found in the SEND Information Report
https://www.kent.gov.uk/education-and-children/special-educational-needs
Countywide Approach to Inclusive Education (CATIE)
A Countywide Approach to Inclusive Education (kelsi.org.uk)

What does inclusion mean in Kent?
'As the champion of families, children, and young people our collective priorities are to be certain that all children and young people are engaged with and included in the provision of high-quality inclusive education. Ensuring that, whatever their circumstance or ability, our children have a sense of belonging, feel respected, are valued for who they are and develop the knowledge and skills required for adult life. In doing so, we strive to achieve a continuous improvement in standards, a significant narrowing of achievement gaps for vulnerable groups of learners and a wholly inclusive education system which ensures:

- **Equitable access for all.** Sufficient, appropriate, quality education provision is available for all children and young people in Kent.
- **No child is left behind.** All children and young people are supported to be engaged fully in their education.
- **Effective collaboration.** There is collaboration and multi-agency working providing a self-informing, sustainable system which supports the education of all.' (KCC: CATIE p 2-3)

Special Educational Needs Mainstream Core Standards (ordinarily available provision) : Special Educational Needs Mainstream Core Standards

The Mainstream Core Standards:

- Sets out the provision that the Local Area has agreed should be ordinarily available for Children and Young People with SEND
- Provides guidance and advice to support schools to meet the needs of and include Children Young People with SEND
- Provides clear guidance to schools on the statutory duties regarding the inclusion of Children and Young People with SEND
- Provides information to all stakeholders on the work of schools in relation to the inclusion of Children and Young People with SEND.

The school are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support at Ditton Infant School works towards achieving the Kent Children and Young People Outcomes Framework

Our SEND policy should be read in conjunction with other school policies published on our website:

- SEND Information Report https://www.ditton-inf.kent.sch.uk/Special-Educational-Needs/
- Child Protection Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Attendance and Punctuality Policy

These can be found at: https://www.ditton-inf.kent.sch.uk/Special-Educational-Needs/

3. Definitions

Definition of SEN

‘ 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 or a young person has a learning difficulty 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 facilities of a kind generally provided for others of the same age in mainstream schools to mainstream post-16 institutions’

(DFE/DOH 2015: 15-16)

Definition of Disability:

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ‘..a physical or mental impairment which is a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a 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’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is sufficient overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires a special educational provision they will also be covered by the SEN definition’ (DfE/DOH 2015: 16)

Special Educational Needs Register:

At Ditton Infant School the SENCO will regularly review the SEND register as part of the Graduated Approach. The SENCO will work in co-production with parents/carer and if required, key external professionals to ensure high quality SEND provision is in place. Parents/carers will be made aware of any changes that have been agreed. School staff will also be informed, and records updated accordingly on the appropriate school system (SIMS). A diagnosis does not necessarily mean that a pupil will be placed on the SEND register if the universal and targeted provision the pupil is accessing is enabling them to make good progress.

Special Educational Needs (SEN) support

‘SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school’s usual curriculum offer. A pupil on SEN support will not have an education, health and care plan.’
https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Education, health and care (EHC) plans

A local authority may issue an EHC plan for a pupil who needs more support than is available through SEND support. This will follow a statutory assessment process whereby the local authority considers the pupil's special educational needs and any relevant health and social care needs; sets out long term outcomes; and specifies provision which will deliver additional support to meet those needs.
https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

4. Inclusion and Equal Opportunity

Ditton Infant school endeavour to provide, review and develop high quality inclusive opportunities for all children in our school.

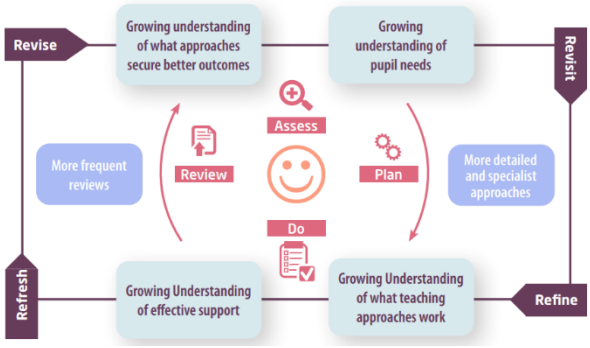
For us, inclusive provision and opportunities begin with 'Quality First Teaching' (QFT).

This includes, but is not limited to:

- a calm environment
- consistent use of visuals across the school
- regular use of encouragement and authentic praise to engage and motivate pupils
- regular use of resources to support children of all levels
- RSE&H curriculum (Jigsaw) embedded and teaches the children to celebrate difference.
- highly focused lessons with clear objectives and a choice of different levels of challenge.
- a wide range of assessment strategies and tools

More information about QFT can be found in the Mainstream Core Standards.
https://www.kelsi.org.uk/__data/assets/pdf_file/0004/117256/Special-educational-needs-mainstream-core-standards.pdf

If QFT strategies alone are not supporting a child, we use the Graduated approach known as the assess-plan-do-review cycle when planning additional interventions. If a child has been identified as needing 'Targeted additional support', this may be shared with parents in person or in writing via the contact book or a headed letter. If the child is identifies as SEN support and is on the SEND register, they will have a personalised plan which is written in September (or when the child is added to the SEND register), and reviewed at the end of term 2, 4 and 6 using the graduated approach.



5. Roles and Responsibilities – in conjunction with SEND Information Report

Ditton Infant School work strategically in line with the Special Educational Needs Code of Practice 2015. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

This policy, alongside the SEND information report includes how we fulfil our duty in line with the Code of Practise. Before these policies are shared on our school website, parent, staff and governors are consulted.

The school will ensure that pupils, parents and carers have:

- Access to impartial information, advice and support throughout their time in the school/academy to help them make informed decisions and choices about their future.
- Are effectively supported to understand their rights and decision-making processes and choices regarding their plans and support.
- An understanding of their individual plans, outcomes, provision and support and the reasons why some changes may not be possible

  (Area SEND inspections: framework and handbook updated April 2024)

5.1 SENCO

All maintained schools and academies are required by law to have a named SENCO who is a qualified teacher and has been awarded the National Award for Special Educational Needs Coordination (prior to September 2024) or The National Professional Qualification for SEND (from September 2024). SENCOs must complete the qualification within three years of taking up the post.

At Ditton Infant School our SENCO is Mrs S Boxall. She works Monday, Tuesday and Wednesday. She can be contacted on sboxall@ditton-inf.kent.sch.uk or via the school office.

Mrs Boxall completed her teacher qualification 13 years ago and has experience being an Early Years leader and Deputy Headteacher. She has been a SENCo for 4 years and completed her NASENCO qualification in June 2023.

Mrs Boxall leads our Inclusion Team. The team includes Miss Davis (Inclusion, Attendance & Family Support Officer) and Mrs Fermor (Speech and Language TA).

The SENCO has an important role to play with the headteacher and governing body with regards to the strategic oversight and implementation of Ditton Infant School's Inclusion and SEND policy and development.

She will:

- Oversee the day-to-day responsibility and implementation of the SEND policy.
- Ensure all statutory requirements are adhered to throughout the year
- Co-ordinate provision for children with SEND using the graduated approach – Assess, Plan, Do, Review to review and monitor provision for all pupils with SEN.
- Ensure the school keeps up-to-date records of all pupils with SEND.

- Communicate and provide all staff with the key SEND and medical information, advice, guidance, and strategies to support pupils with SEND ensuring high quality provision across the school/academy.
- Collaborate with teachers, support staff, parents and carers regarding all aspects of their child(ren)'s provision including interventions and outcomes.
- Offer professional guidance to staff to secure high quality inclusive provision in the classroom and throughout the school day.
- Collaborate with curriculum leaders to remove barriers to learning.
- Develop and lead whole school continued professional development to ensure high quality provision for all pupils with SEND.
- Liaise with the relevant Designated Teacher where a looked after child or young person has SEND. In our school Mrs Boxall is also the designated teacher for looked after children and children adopted from care.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Be the key point of contact for external agencies, especially the local authority and its support services
- Ensure any pupils who has a part time timetable is agreed with parent/carers, is registered on the KELSI website and a clear re-integration strategy is planned in conjunction with the parent/carer and pupil.
- Hold status in order to have capacity and authority to make change.
- Ensure genuine coproduction and collaboration with the wider community.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Keep up to date with key national and local SEND developments.
- Attend key meetings organised by the local authority such as The Countywide SENCO Forum to ensure they have up-to-date strategic and operational information.
- Is fully involved in all aspects of transition planning whether phased or in year regarding pupils with SEND, following expectations set out in the District Plans and Kent Transition Charter. Ensuring parents/carers are fully informed throughout the transition period.
- Work closely with other colleagues and SENCOs in their Community of Schools.

Developed from DfE/DOH SEND Code of Practice 2015:108-109

5.2 Headteacher

The headteacher will:

- Work closely with the SENCO and SEND link governor to determine the strategic development of the Inclusion and SEN policy and provision across the school.
- Work with the SENCO and governors to ensure the school adheres to all legislative and statutory guidance keeping up to date with all key national and local policies and expected SEND practice.
- Ensure the SENCO has sufficient time and resources to effectively carryout their role.
- Work closely with the SENCO to carry out their duties employing the Graduated Approach, using their 'best endeavours' and when required making reasonable adjustments to ensure the school/academy is providing high quality SEND provision.
- Have overall responsibility for the provision for pupils with SEND, their progress, and outcomes.
- Have the responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils or SEND provision for groups of pupils.

5.3 SEND Governor

Our Governing Body have a legal responsibility to pupils with SEN as defined in the Children and Families Act 2014 and SEND Code of Practice 2015.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body following monitoring visits.
- Work with the headteacher and SENCO to determine the strategic development of the Inclusion and SEN policy and provision in the school.

In maintained school, governing bodies have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and the SEND code of practice.

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

The SEND code of practice assists the governing body and the link or lead governor in supporting and promoting discussions with regards to outcomes for learners with SEND.

DfE: Maintained schools guidance guide: updated 2 October 2024 Maintained Schools Handbook

The named Governor is responsible for the strategic oversight of the arrangements and provision for pupils with SEND.

The SEND Governor will:

- carryout monitoring visits on behalf of the Governing Body to ensure high quality and effective provision is in place and in line with the SEND Code of Practice statutory and Local Authority guidance and expectations.
- Report to and raise awareness of SEN issues raised during monitoring visits and meetings at Governing Body meetings.
- Work closely with the SENCO and Headteacher to ensure the strategic review and development of the SEND Policy, SEN Information Report and provision in the school.

Our SEND Governors are Celia James and Martine Girard.

5.4 Teachers

All teachers are teachers of pupils with special educational needs. Our SENCO provide a vital strategic role and provides advice and support to teachers, but the responsibility for the learning and progress of all children lies with the teacher.

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEND. Additional intervention and SEND 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.
(DfE/DoH SEND Code of Practice 2015: 25)

Every teacher is responsible for:

- The progress and development of every pupil in their class
- Instilling high aspirations for every pupil.
- Delivering a broad balanced curriculum embedding high-quality inclusive teaching strategies and resources
- Working closely with teaching assistants or specialist staff to plan, monitor, track and assess the impact of support and interventions, and how they can be transitioned and embedded in the classroom.
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this Inclusion and SEN policy.
- Making adaptions such as providing pencil grips, task management boards, additional manipulatives or preparing pre-teaching opportunities.

It is expected that Teaching assistants:

- Are working with the children and are not doing admin jobs.
- Are using manipulatives, visuals or targeted questioning during lesson inputs.
- Work with the key children identified by the class teacher.
- Complete interventions and liaise with class teacher and SENCo.
- Communicate training needs with the SENCo.

5.5 Parents and carers

Parents and carers should inform the school if they have any concerns about their child's progress socially, physically, emotionally, or academically or if there are any changes to provision that have been advised by key external professionals working with their child following an appointment.

Parents/carers are actively involved in all aspects of the decision-making process through meetings or agreed forms of communication and have the opportunity to contribute discussions regarding their child's SEND provision. At Ditton Infant School, we have parent consultation evening in term 1 and term 4, daily use of the contact book and opportunities to book an additional meeting with teacher via the school office. If a child has been identified as SEN support and is on the SEN register, teachers review their personalised SEN plans using the graduated approach (assess-plan-do-review). This is shared with parents 3xyearly and parents have the opportunity to add parent voice through FORMS.

SEND Information report link: https://www.ditton-inf.kent.sch.uk/Special-Educational-Needs/

5.6 The pupil

Seeking the voice of the pupil is an important aspect of ensuring the SEND provision is highly effective for every pupil with SEND. Pupils are given every opportunity to express their view and provide information to support review meetings at least 3xyearly as part of our Graduated Approach in year meetings. For pupils with an EHCP, they also have opportunities to express their voice for the statutory Annual Review using the Appendix 1a. In addition, the voice of any pupil can be sought at any time throughout the school year.

6. SEN Information Report

Our Inclusion and SEN policy works in conjunction with our SEND Information report which is sets out how this policy is implemented in Ditton Infant School. The SEND Information Report is updated annually or if necessary, when changes to the information may be required during the academic year. https://www.ditton-inf.kent.sch.uk/Special-Educational-Needs/

7. Admissions and Accessibility

Ditton Infant School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admissions processes. Please see admissions and accessibility policies for more information.

https://www.ditton-inf.kent.sch.uk/Admissions/ https://www.ditton-inf.kent.sch.uk/Policies/

8. Our school approach to SEND provision

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

At Ditton Infant 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, for example, phonics screening, Speech Link and Language Link and Leuven Scales of Wellbeing and Involvement. Assessment data is collated and reviewed by class teachers, subject leaders and senior leaders and discussed in detail at pupil progress meetings to ensure each child makes optimum progress.

Some pupils may make inadequate progress despite high-quality teaching. Where progress is below expected, the pupil will be discussed at Pupil Progress Meetings or earlier during an informal meeting so that barriers to learning are identified without delay. The SENCo will give support and suggest changes to Quality First Teaching strategies, targeted support or new/adapted SEND support. Teacher will consult with parents before implementing new interventions. If a child is on the SEND register, the additional provision will be recorded on their personalised SEND plans and follow the assess-plan-do-review approach.

For some pupils, and in consultation with parent/carers, the SENCo may decide to investigate further and use a range of assessment tools such as CoPS, WRIT, Speech and Language Link, The Boxall Profile and observations to determine the cause of the learning difficulty and identify next steps. The SENCo may also discuss a child's difficulties with an external advisor through our Link practitioners or at the Community of Schools (CoS).

The table below shows what Ditton Infant School offer at a universal level and how this is added to and adapted to make provision for SEND.

Support required		Assessment and monitoring	Provision	Parent partnerships	Professionals involved
Personalised SEN support. ***SEN register***	EHCP	Annual review	Pupil profile and provision plan broken into 4 broad areas of SEND, written with EHCP outcomes and provision (blue).	Annual review	SENCo External professionals (may including STLS, link therapists, pediatrician etc). Possible additional adult in class through additional funding/CoS.
	SEN 2	Graduated approach Additional assessments SENCo monitoring progress.	Pupil profile and personalised plan broken into 4 broad areas of SEND.	SEN plans are sent home in September and reviewed at the end of term 2, 4 and 6. Parents invited to meet with SENCO 3x yearly.	
	SEN 1		Pupil profile and personalised plan		
Targeted additional support	Monitoring list	SENCo advice, support and observations. Additional assessments Subject leadership monitoring focusing on SEND and lowest 20%.	Changes to QFT. Additional group or individual interventions. Interventions outlined on provision timetable and monitoring list.	Intervention permission slips. Intervention outcomes shared at parents evening.	Inclusion Team - Mrs Boxall, Mrs Fermor, Miss Davis Link therapist Teachers + TAs
Universal approach **(All children)**		Curriculum/teacher assessments. Speech and language link assessments. Pupil progress termly meeting with HT and SENCo. Subject leader monitoring	Quality First Teaching strategies (QFT) Assessments for learning and targets. Planned practice and scaffolding. Additional practice/ focus support when misconception is identified. Next step marking. Visual resources.	Contact books Parents evening 3x yearly Additional conversations as needed.	Class Teacher Teaching Assistant SLT Subject leads

8.1 The kinds of special educational need for which provision is made

At Ditton Infant School provision is made to support pupils with additional needs irrespective of whether a pupil has an education health and care plan in conjunction with The Continuum of Provision and Need and using the Graduated Approach. We will ensure our 'best endeavours' to meet the needs of pupils with an Educational Health and Care Plan (EHCP) with the following kinds of special educational need: Cognition and Learning Difficulties, Communication and Interaction, Sensory and/or Physical Needs and Social, Emotional and Mental Health needs. Decisions on the admission of pupils with an EHCP are made by the Local Authority.

Below lists the provision/interventions we can offer.

Area of SEND	Intervention	Description	Ratio/time	Adult	Assessment
Communication and Interaction (C&I)	Speech sessions	To support pupils to distinguish between and pronounce discrete speech sounds accurately.	1:1 15 mins 1-2xweekly	Mrs Fermor or TA	Speech link SALT report
	Language sessions	A programme to develop understanding of language. This includes: concepts, verb tenses, following instructions, pronouns, negatives, questions, verbal reasoning and vocab association.	1:2+ 15 mins 2xweekly	Mrs Fermor or TA	Language link SALT report
	Time to Talk	A programme to develop oral and social interaction skills for reception and KS1. Children will develop: listening, increased understanding of vocabulary, conversational skills and awareness if the needs and feelings of others.	1:2+ 15 mins 1xweekly	Miss Davis or TA in class	Time to talk assessment.
	Pre-teach vocabulary	An opportunity to pre-teach vocabulary boosting pupils' confidence before the learning tasks.	Any	TA	Teacher assessment
	Language for Thinking	A structured approach to help children's language develop from the 'here and now' to the 'how and why'. Supports children to apply language skills to reading comprehension.	1:1 15 mins 1xweekly	TA	Language for thinking assessment.
	Lego Group	LEGO group promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts.	1:3 20 mins 1xweekly	TA	Teacher assessment
Cognition and Learning (C&L)	Phonics catch up sessions	Additional phonics sessions to close gaps on Little Wandle assessment	1:1+ 10 mins 3xweekly	TA	Little Wandle assessment
	Pobble	Targeted writing programme to develop writing fluency and address key skills	1:2+ 20 mins 4xweekly	Teacher/TA	Teacher assessments
	Switch-on writing	Personalised reading and writing intervention for children and young people who are underachieving across the primary and secondary age range.	1:1 20 mins 1+weekly	Trained TA	Teacher assessments
	1:1 reading	Additional 1:1 reading sessions to develop fluency and comprehension	1:1 10 mins 2-5 weekly	TA	Teacher assessment
	60 second reads	Develop reading speed, fluency and comprehension.	1:1 5 mins. 1-2 weekly	TA	Teacher assessments

Social, Emotional and Mental Health (SEMH)	Wellbeing boosts	Boost confidence and wellbeing in school by giving pupils the opportunity to complete wellbeing activities and talk through their feelings in school.	1:1+ 10 mins	TA	Leuven level 3-4
	Talkabout self-awareness and self esteem	A programme developed to support self-awareness and self-esteem.	1:2+ 30 mins 1xweekly	TA	Leuven scale
	Talkabout Friendship skills	A programme developed to support the development of friendship skills.	1:2+ 30 mins 1xweekly	TA	Leuven/Teacher judgement
	Drawing and Talking therapy delivered by practitioner.	A gentle, non -intrusive 12 week programme method to support children who need a little help to process past trauma. Sand play is also available if drawing aspect is a barrier.	1:1 30 mins 1xweekly	Mrs Boxall Mrs Davies	Leuven IM assessment
Physical and Sensory (P&S)	Sensory circuits	A sensory circuit is a form of sensory integration intervention. The session is split into 3 parts- alerting, organising and calming. The calming section provides proprioceptive (deep pressure) input.	1:1+ 20 mins 1+ daily	TA	Teacher judgement
	BEAM	A gross motor programme developed for children with coordination difficulties to do in small groups, at school.	1:2+ 15 mins 1+ weekly	TA	Teacher judgement
	Clever fingers	Fun and motivating activities to develop fine motor skills.	1:1+ 10 mins 2 weekly	TA	Teacher judgement
	Write from the start	The Teodorescu perceptuo-motor programme to develop the fine motor and perceptual skills for effective handwriting. Book 1 and book 2.	1:1+ 15 mins 1+weekly	TA	Teacher judgement

8.2 The identification and assessment of pupils with special educational needs

In line with this SEND Code of Practice (DfE/DoH 2015) pupils at Ditton Infant School are identified as either having no SEND, having SEND with support, or having a SEND with an Educational Health and Care Plan.

At Ditton Infant School progress is closely monitored throughout the year to review academic progress. Teachers carry out regular assessments to track progress and identify pupils who despite using high quality inclusive teaching strategies are:

- Working significantly slower than their peers who have the same starting point.
- Are unable to maintain or improve their progress rate
- Are unable to close the attainment gap in line with their peers or the gap is widening.

This may also include progress and development in areas other than academic attainment such as social, emotional, and physical.

Teachers at Ditton Infant School are responsible for classroom provision delivering a well sequenced and resourced curriculum and use high quality inclusive teaching strategies which are scaffolded, with adaptations made to meet a pupil's needs.

When teachers identify an area where a pupil is making slow progress or where they have concerns, they will adapt their teaching and put in supporting strategies. Teachers will inform parents/carers through parent's evenings, contact books or conversations at the end of the school day to make them aware and discuss the supporting strategies that the teacher will use to help the pupil. The teacher should record conversations with parents and actions on our SEN tab on CPOMS.

If progress does not improve, the teacher will liaise with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. The SENCO may, in consultation with the pupil's parents/carers, discuss further support and carry out addition assessments. Additional assessment may include:

- Cognitive Profiling System (CoPS)
- The Boxall profile
- Language for Thinking
- Observations in the classroom

The purpose of a more detailed assessment will identify what additional resources and/or different approach is required to enable the pupil to make better progress. These will be shared with parents/carers, and if the pupil is added to the SEND register, the additional resource/approach/intervention will be written into their SEND provision plans, which are reviewed 3x yearly. At this point the SENCO will have identified that the pupil has an additional need because the school is making provision for the pupil which is additional and different to what is normally available. Teachers will be informed throughout the process and training will be delivered to ensure the provision is of a high quality.

It is important to note as stated in the SEND Code of Practice (DfE/DoH,2015 6.23) that slower than expected progress and lower attainment does not automatically mean a pupil would be recorded as having SEND.

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, the school will continue to identify the pupils having special educational need. If the pupil is able to make good progress without the additional or different resources, they will not be identified as having special educational needs. When any change of identification of SEND is amended, parents/carers will be notified.

The school will ensure that all staff who work with a pupil with SEND or have an additional need are made fully aware of the provision that each individual pupil requires through the school provision overview and class provision timetable.

8.3 Consulting with Parents

Children on the SEND register will receive a new SEND provision plan in September. This is reviewed at the end of term 2, 4 and 6. Class teachers review the targets by highlighting them green (achieved), orange (particular achieved) or red (not met). The teacher will then set new targets for the following term. The SENCo monitors these plans and writes a letter

to parents to highlight successes or challenges. Parents are invited to scan the QR code/follow the link to give their comments or ask questions electronically and are able to book a meeting to discuss the provision plan further. At the term 6 review, we organise a transition meeting with current teacher, new teacher and SENCo to discuss strategies and interventions that have been successful and what outcomes should be priorities for the following year. Parents are invited to this meeting, and if they cannot attend, they are invited to communicate their voice through an electronic form that is shared at the meeting.

9. Assessing, Monitoring, Reviewing and Evaluating Progress towards Outcomes

At Ditton Infant School, we plan parents' evening at the end of term 1 and 4. This is an opportunity to discuss your child's needs and progress with their class teacher. Class teacher then write a report at the end of term 6 to share with parents/carers.

If a child is on the SEND register, parents will also:

- receive their child's SEND plan before the end of September which will set clear yearly/key stage outcomes and short-term SMART targets
- receive a reviewed SEND plan at the end of term 2, 4 and 6. Parent have the opportunity to add their comments (parent voice) and book an appointment to discuss the plan further.
- be invited in for a term 6 transition meeting with current teacher, new teacher and SENCo to discuss yearly progress and decide outcomes for the next year.

The SEND personalised plan reviews follow the graduated approach.

Assess	Assess child's current attainment and progress. If a child is not making the expected level of progress, we may use additional assessments, ask for parent and child's input and ask other professionals for advice.
Plan	We will make a plan of the support we will offer a child to help them meet their outcomes. We will make a record of this and share it with parents and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for implementing the support and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

10. Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the class teacher or SENCo in the first instance. If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the complaints co-ordinator Mrs A Hamer, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, Mrs Hamer will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important. Please see our complaints policy for more information: https://www.ditton-inf.kent.sch.uk/Policies/

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 244 and 273 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

This policy and SEND Information Report will be reviewed by Mrs Boxall, SENCo every year. It will also be updated to reflect any changes to the information or statutory policy. The policy will be approved by the governing body and available to read and refer to on the school website.

10. Glossary and SEND Acronyms – REVIEW and add to other school/academy information is added

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets do not necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages