



Special Educational Needs & Disability Policy

(Key Stages 3, 4 & 5)

Author	Mrs J Donegan-Edwards, Vice Principal		
Approved by	FGB	Signed	
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Introduction

Dartford Science and Technology College (DSTC) SEND Team

Director of SEND/SENDSCO: Mrs Diane Garrett

SEND Line Manager: Mrs Joanna Donegan-Edward's - Vice Principal

DSL - Mrs Emma Beer - Designated Safeguarding Lead (DSL)

SEND Governor: Carly Rendell

CiC Designated Teacher: Mr Jon Dix KS3/Ms Cathy Gibbs KS4/Mr Matthew Allen KS5

The following acronyms are used throughout this policy:

ASC:	Autistic Spectrum Condition
ADHD:	Attention Deficit Hyperactivity Disorder
CATIE:	A Countywide Approach to Inclusive Education (KCC 2021)
CiC:	Children in Care
CoS:	Community of Schools
CPO:	Child Protection Officer
DfE:	Department for Education
DSL:	Designated Safeguarding Lead
EAL:	English as an Additional Language
EHCP:	Education, Health and Care Plan
EH&PS:	Early Help and Preventative Services
ISA:	Independent Support Assistant
JCQ:	Joint Council for Qualifications
KCC:	Kent County Council
KS:	Key Stage
LA:	Local Authority
LIFT:	Local Inclusion Forum Team
NASENCO:	National Award for Special Education Needs Coordination
SEND:	Special Educational Needs and Disabilities
SENDSCO:	Special Educational Needs Coordinator
SEND COP:	Special Educational Needs and Disability Code of Practice 2015

1. Aims and objectives

This policy details the aims, principles, and strategies which underpin the effective and efficient provision for students with Special Educational Needs and Disabilities (SEND) at DSTC. It clearly emphasises that every teacher is a teacher of students with SEND, and is committed to fostering an inclusive environment where all students feel valued, respected, and belong. It provides a comprehensive framework for the identification of SEND and the subsequent graduated cycle of support for those students identified as having special educational needs. It is written for the benefit of all members of the school community to ensure that the potential of every student is nurtured and developed to their fullest, and to enable equality of access to the curriculum.

Definition of Special Educational Needs

A young person has special educational needs if they have learning difficulties that call for special educational provision to be made.

A young person has **learning difficulties** if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age
- b) Have a disability which prevents or hinders her or him from making use of educational facilities of a kind provided for children of the same age

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than specialist provisions) in the area.

Many young people who have SEND may 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 young people 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 long term sensory impairments such as those affecting sight or hearing, and some long term health conditions such as asthma, diabetes, epilepsy and cancer.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Students are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Identifying and assessing SEND for students whose first language is not English requires particular care. We will look carefully at all aspects of a student's performance to establish whether any lack of progress is due to limitations in their command of English or if it arises from a SEND or disability. Difficulties related solely to limitations in English as an Additional Language (EAL) are not SEND. These difficulties are dealt with by the Modern Foreign Languages Team with the support of Inclusion Support Service Kent (ISSK). Raising Standards Leaders are responsible for tracking the attainment of students with EAL. DSTC will have due regard for the SEND COP when carrying out its duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being

made for their child as long as parents / KCC have fully informed DSTC at the admissions stage or when a new diagnosis has been given by an accredited KCC professional.

Aims

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Ensure the identification of all students requiring SEND support at the earliest opportunity in their school career
- Ensure that students with SEND have access to a broad and balanced curriculum
- Ensure that students with SEND are, wherever possible, appropriately supported to fully participate in all school activities
- Raise the aspirations of and expectations for all students with SEND
- Raise the aspirations and expectations of all teachers working with SEND students
- Ensure that students with SEND are prepared for moving to the next phase of their education or employment and help students with SEND make a successful transition into adulthood
- Ensure that parents of students with SEND are consulted and informed of the support their child is receiving, the intended outcomes of such support and the subsequent progress their child is making
- Ensure that students with SEND are involved, where practicable, in decisions affecting their support and provision as identified in the CATIE - KCC document: [CATIE - KCC Document](#)
- Cascade and develop staff training opportunities linked to the KCC Core SEND Classroom standards: [SEND Mainstream Core Standards](#) to ensure sure the SEND policy is understood and implemented consistently by all staff

Objectives

1. **Staff members seek to identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (including feeder schools) prior to the student's entry into the school. Where needs have not been previously identified all staff have an obligation to report observations to the SENDCO via the SEND referral form: [SEND Referral Form](#)
2. **Monitor the progress of all students in order to aid the identification of those students with SEND.** Staff will use student data in addition to their classroom observations to identify students who present as having SEND, reporting any concerns to the SENDCO.
3. **Make appropriate provision to overcome all barriers to learning for students with SEND.** The SENDCO will ensure that the individual needs of students with SEND are effectively communicated to all staff. The SENDCO will coordinate the dissemination of information to staff which details strategies they must utilise to appropriately meet the needs of students with SEND. This information will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
4. **Provide a broad, balanced and suitably scaffolded curriculum for all students with SEND.** Access to the full school curriculum is granted for all DSTC students where it is thought to be in the best interests of the student. A student may be removed from a subject with the approval of the SENDCO and Vice Principal in exceptional circumstances after discussion at Inclusion Meetings. Additional support is provided, where possible, for those students with SEND in order to support them in accessing the curriculum. Staff provide clear guidance to students and their parents with regards to option choices, highlighting which KS4 and KS5 courses would be best suited to the student's needs. The provisions available

to study in KS4 and KS5 are flexible and vary each year depending on the needs of the cohort.

5. **Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting parents in terms of understanding SEND procedures and practices, both within the school setting and at a county level, as well as providing regular feedback on their child's progress.
6. **Work with and in support of outside agencies when the students' needs cannot be met by the school alone.** DSTC will seek further support from the Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Porchlight, Early Help and Preventative Services (EH&PS), Specialist Teaching Service and the Community Paediatric Team. The SENDCO, with the DSL, will consult these services, where appropriate, in order to acquire additional specialist support for students with SEND and their families.
7. **Ensure that students with SEND are prepared for moving to the next phase of their education or employment.** Students with SEND will be supported to develop a clear understanding of the options available to them at the end of every key stage, including employment opportunities. This support will be delivered by a range of staff, such as the student's SEND Key Worker and the Careers and Information Guidance Officer.
8. **To ensure provision is put in place in response to current presenting, underlying or emerging needs.** This is **not** dependent on a child or young person receiving a formal diagnosis of a specific condition or disability through the 'Best Endeavours Duty': (CATIE 2021).
 - **"The 'Best Endeavours' Duty** One of the key duties is for the school to use their 'best endeavours' to support children and young people with SEND. (This applies to mainstream and alternative provision settings). This means doing everything that could reasonably be expected of them."

2. Vision and values

At Dartford Science and Technology College (DSTC) we will provide all students with access to a broad and balanced curriculum.

We are committed to making sure all our students have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, no matter how varied.

DSTC Values

1. I am creative; we think differently

To embrace creativity and encourage innovative thinking, recognising that diverse perspectives enhance our learning experience.

2. I am kind; we are compassionate

To promote kindness and compassion in our interactions, understanding that empathy strengthens our community.

3. I am curious; we ask questions

To foster a culture of curiosity where asking questions is encouraged, leading to deeper understanding and exploration.

4. I am resilient; we are determined

To build resilience by facing challenges with determination, understanding that perseverance leads to growth.

5. I am brave; we are courageous

To use my voice responsibly to respect the opinions and beliefs of others, fostering an inclusive environment where everyone feels valued.

6. I have a voice; we speak up

To advocate for equity, diversity and inclusion to empower upstanding citizens.

3. Legislation and guidance

This policy can be translated and can be made available as an audio file. Please contact the SENDCO to make any requests.

This policy is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.

This policy is also based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting students with Medical Conditions at School (2014)
- National Curriculum (DfE 2000, 2013, 2014)
- DfE Green Paper 2011
- A Countywide Approach to Inclusive Education (CATIE) - KCC 2021

4. Definitions

4.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. Roles and responsibilities

The Principal (via the Vice Principal) has strategic responsibility for overseeing progress for students with special educational needs. The SENDCO is responsible for coordinating and improving the educational provision and outcomes for SEND students.

The SENDCO's duties include:

- Setting the SEND whole school vision with the Vice Principal
- Managing the day-to-day operation of the SEND Policy
- Line Managing the SEND Lead
- Attending Inclusion Meetings
- Co-ordinating the provision for students with SEND
- Liaising with and advising teaching staff and Independent Support Assistants (ISAs) on SEND matters
- Overseeing the maintenance of the SEND register and students' SEND records
- Track the progress of students with SEND using school based and statutory assessment data
- Managing ISAs
- Supporting ISAs to deliver and monitor interventions
- Contributing to the in-service training of staff
- Complete referrals to outside agencies when additional advice and support is required
- Liaising with parents and external agencies including the Local Authority's support service, the Kent Education Psychology Service, Health Services and voluntary bodies.

The team of SEND Lead and ISAs all support the SENDCO to manage and provide support to students with SEND and are responsible for assessing and recording the progress of interventions.

The Governing Body, in cooperation with the Principal, determines the school's general policy and approach to the provision for students with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The Governing Body has appointed a SEND Governor as the governor responsible for monitoring the school's work on behalf of students with special educational needs.

All teachers are teachers of students with SEND and will provide '**High Quality Inclusive Teaching**' for all, utilising prior data and strategies found on Google Drive. Teachers and non-teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing, monitoring and making provision for students with special educational needs. Teachers have responsibility for collaborating with ISAs to provide direction regarding their role in the classroom, where there is a shared responsibility. Teachers are responsible for reporting to the SEND Team any improvement they identify in a student's knowledge and skills as a result of attending an intervention.

6. Admissions arrangements

Admission Arrangements for students with Special Educational Needs

DSTC strives to be a fully inclusive school. All students are welcome, including those with special educational needs, in accordance with the school's Admissions Policy. We work closely with the Local Authority to place students with Education, Health and Care Plans (EHCPs) where this is the wish of the student and their parents. The student's admission must also be compatible with the effective education of other students at the School.

Specialisms and Special Facilities

- The Learning Support department is accommodated in a suite of rooms which include teaching and office facilities, an intervention room and a range of ICT equipment.
- Lifts have been installed and will provide wheelchair access to all classrooms in the school. There are support rails for all steps. It should be noted, however, that the size of the lift may be restrictive for some conditions.
- Accessible toilet facilities are available but without a hoist.
- Nominated ISAs have taken on specialist roles to support and promote awareness of particular needs such as dyslexia, speech and language, physical disabilities, autism, visual impairment, hearing impairment and EAL.

The Local Offer

Parents can find information on the local provision and support services available for young people with SEND, including information on schools and their specialist provision, through the local authority's 'Local Offer'. This can be found on the Kent County Council's website.

[KCC Local Offer](#)

7. Our approach to SEND support

Allocation of Resources

DSTC is committed to ensuring that all students with Special Educational Needs and Disabilities (SEND) receive the necessary support to thrive.

The Principal (via the Vice Principal) and SENDCO are responsible for the operational management of the budget for special educational needs provision. The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

Identification, Assessment and Monitoring.

This follows a graduated approach as required by the 2015 SEND Code of Practice.

All teachers, supported by the Senior Leadership Team and the SENDCO, make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the student's previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Our first response is high quality inclusive teaching targeted at their areas of need. Support for teaching and learning is given through regular CPD and via the AVP Teaching and Learning. Further support can be given as requested for example, through coaching and/or mentoring. Where progress continues to be less than expected, the teacher, working with the SENDCO, will assess whether the student has SEND, via a SEND referral form (Appendix 1). Staff use the graduated approach as outlined in the 2015 SEND COP to identify any SEND and ascertain the appropriate support needed for the student.

SEND support – The Graduated Approach

Where it is determined that a student may have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a student with SEND is to help schools ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are the most effective in supporting the student to achieve good progress and outcomes.

1. Assess

In identifying a student as needing SEND support, the subject teachers, working with the SENDCO should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The opinion and feelings of the individual and advice from external support services will also be considered by the SENDCO. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

2. Plan

When it is decided to provide a student with SEND support (K or E on SEND register), parents will be informed in writing about the strategies; who the student's allocated key worker is and the dates of when the strategies will be reviewed to evaluate effectiveness. Planning will involve discussion at

regular 'inclusion meetings' between the Raising Standards Leader, SENDCO, Vice Principal and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including teaching and support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This information is included in the 'vulnerable students' document; available to all staff as a google sheet and maintained by the .

3. Do

The Form Tutor, Raising Standards Leader, Pastoral Leader and subject teachers remain responsible for working with the student on a daily basis through high quality inclusive teaching. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. The ISA will maintain up to date records of progress of any interventions taking place outside the classroom. In the classroom the teacher is responsible. Teachers will work closely with Learning Support Assistants, named key worker and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO .

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SEND staff at the Parent Drop-in Sessions which are held regularly. Additional reviews will be arranged according to need. Teachers, working with the SENDCO, will revise the support in light of the student's progress. If a student does not make expected progress over a reasonable period of time school will consider involving specialists.

If the above process is undertaken over a substantial time frame and the student continues to make inadequate progress the SENDCO can take the student's case to the Community of Schools and/or SEND Inclusion Advisor to apply for an Education, Health and Care needs assessment. The LIFT panel decides whether the school can proceed with their application. If they decide the assessment is not appropriate they will recommend an alternative course of action. Parents can also request an Education, Health and Care needs assessment by directly applying to Kent County Council.

Wave	Explanation	Provision
1	Students whose learning needs are met effectively through high-quality inclusive teaching and differentiation within the mainstream classroom. While these students may have identified learning needs or disabilities, they do not currently require provision that is additional to or different from what is generally available. <i>Coded V on</i>	<ul style="list-style-type: none"> • School vision and values • School policies • High quality inclusive teaching • In class personalisation (differentiation) • Whole school assessment • Information sharing with teachers

	<i>Bromcom, and T (Priority) on Google Drive.</i>	
2	Single category of SEND Support; replacing School Action and School Action Plus. May require out of lesson intervention or in lesson support. <i>Coded K on Vulnerable groups google sheet & Bromcom</i>	<ul style="list-style-type: none"> • High quality inclusive teaching • In class personalisation (differentiation) • Whole school assessment • Discussion at SEND Meetings • SEND review at least 3 times a year via SEND meeting • Information sharing with teachers • May include in class support or support outside the classroom • Personalised intervention that could include the following outside the classroom: <ul style="list-style-type: none"> • 1:1 Reading • Group spelling/literacy activities: Nessie • Maths support - MathsWatch • English support • Social Communication skills • Lego therapy
3	Students who have an Education, Health and Care Plan (EHCP); formerly a statement of Educational Needs. <i>Coded E on Google Drive/ Bromcom.</i>	<ul style="list-style-type: none"> • High quality inclusive teaching • In class personalisation (differentiation) • Discussion at Inclusion Meetings • Whole school assessment • SEND review at least 3 times a year via SEND meeting • Information sharing with teachers • May include in class support • Specific Skills Sessions - informed by external professionals • Personalised intervention that could include the following outside the classroom: <ul style="list-style-type: none"> • 1:1 Reading • Group spelling / literacy activities: Nessie • Maths support - MathsWatch • English support • Social Communication skills • Lego therapy • Annual Review • Specific Skills Sessions - informed by external professionals

Education, Health and Care Plans (EHCP)

- If the EHCP needs assessment of the child or young person has determined that an EHC Plan is necessary, Kent County Council SEND Assessment Team will work with the school, the young person and their family and the relevant medical and social care professionals to draw up the plan. The EHC Plan would detail the education, health and social care support that must be provided to the young person who has SEND or a disability. If the school feels they are unable to meet the needs of the student as outlined in the EHC Plan they will communicate this in writing to the LA and parents. The letter will clearly outline the specific areas of need they are unable to meet.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

Recording SEND Information

Some students will have an identified SEND but will not need additional SEND support as their needs are met appropriately through high quality inclusive teaching in the classroom. These students are allocated the code V. Whilst these students are not included on the school's official SEND register, the code will, however, appear in the priority / vulnerable sections on all registers. This is in order to ensure staff are aware of any SEND the student may have and how they must appropriately personalise.

The SEND Code of Practice (COP) states that there is now only one level of SEND, those receiving **SEND Support**. These students are engaged in the above cycle. All students with a statement or EHCP fall within this category, as do those students who do not have a statement/EHCP but who are in receipt of additional support. The recording system for staff highlights which students within the SEND Support category have a statement/EHC Plan. This is recorded as 'K' on Bromcom.

Each student on the SEND register has access to a named member of the SEND or Pastoral Team who is their point of contact with regards to learning support and any difficulties the student may be experiencing in or outside of the classroom. The member of staff and student meet to create and update the Provision Map which creates information for the Pupil Passport which includes student's SEND and subsequent strategies that must be utilised in order to meet these needs. The student and the member of staff also identify specific targets for the student to focus on for the term. Parents are kept informed at all stages of intervention. Parents are informed about the meetings and can request a copy of the documents but are actively encouraged to discuss the meeting outcomes with their child.

When recording the type of SEND, the SEND COP does not assume that there are hard and fast categories of SEND. Instead it recognises four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

We currently have students with special needs that fall into each of these four areas. Our highest incidence of SEND concerns ASC (Autistic Spectrum Condition), ADHD (Attention Deficit Hyper Disorder), literacy difficulties and dyslexia.

Providing Curriculum Access and Exam Access Arrangements (Reasonable Adjustments)

Students with special educational needs have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school. All students experience social inclusion in the life of the school through the Key Stage tutoring system and through mixed ability teaching groups regardless of special education needs or disability. Students with special educational needs and disabilities also have full access to the extra-curricular life of the school, as well as being offered the opportunity to attend clubs and activities within the SEND department during and after the school day.

Students can be tested to see if they are eligible for exam access arrangements in the first term of the student being in Years 10 and 12. The SENDCO liaises with teaching staff to identify students in need of such testing. The testing is completed in school by a specialist assessor. The tests used are approved by the Joint Council for Qualifications (JCQ) which is the regulatory body responsible for awarding the concessions. To ensure that all students are treated equally with regards to exam access arrangements reports from external agencies or assessors recommending specific concessions are not accepted.

If a specialist concession is granted a student must then use this concession in their lessons to demonstrate that it is their normal way of working. For example, if they are granted the use of a word processor then they must use a word processor in their lessons and any Pre-Public Examinations. If a student does not do this the concession must be withdrawn as stipulated in the JCQ regulations. The use of Ipads and other tablet devices are not permitted by JCQ.

Students should **not** be given exam concessions such as coloured paper or use of ICT unless this has been formally authorised as an exam concession by JCQ. All teachers have a responsibility to uphold this and explain this to students as necessary. Referrals should be made to the SENDCO via the SEND form if a teacher believes a student needs an exam concession.

Evaluating the success of SEND Policy and Provision

The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice by the SENDCO, Curriculum Leaders and members of the Senior Leadership Team
- Analysis of student tracking data and test results
 - For individual students
 - For cohorts
- Collecting and analysing a sample of SEND students' work
- Value-added data for students on the SEND register
- Monitoring of procedures and practice by SEND Governor twice a year
- School self-evaluation, using a variety of approaches such as data analysis, lesson observations, learning walks and book looks.
- The College Development Plan/SEND Improvement Plan

Complaints

Any complaints regarding the SEND Policy or the provision made for students with special educational needs should be addressed to the SENDCO in the first instance. If it is felt that the student's needs are still not being met then the complaints policy should be followed.

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

10. Expertise and training of staff

Staff Development

The SENDCO ensures that staff are informed of local and national developments in relation to SEND. Training needs are identified and, where appropriate, outside agencies are used to deliver the CP. Early Career Teachers are offered support and in-school training by the SENDCO and new members of the SEND department are inducted and trained by the Inclusion Lead & SENDCO.

11. Links with external professional agencies

External Support Services

DSTC has arrangements for securing access to external support services for students with special educational needs. This includes liaison with special schools and other specialist provisions. There is regular liaison and exchange of information between the SENDCO and these services. Help for SEND students from external agencies now comes via the LIFT meetings which caters for all local schools and meets six times a year. The school also uses the Kent Educational Psychology Service to support and advise where necessary.

DSTC is committed to multi-agency working in order to ensure that a holistic approach is taken to meet the needs of each student and that all parties involved are made aware of and are working towards the same goals. Sharing of information with other agencies is handled sensitively in line with the DSTC Safeguarding Policy.

Partnership with Parents

We aim to promote a culture of cooperation with parents, schools, the LA and others. We will do this through:

- Ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and the SENDCO .
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENDCO to discuss the student's needs and approaches to address them.
- Supporting parents' understanding of external agency advice and support.
- Undertaking Annual Reviews for students with statements/EHC Plans.
- Keeping parents informed about their child's progress towards their targets and providing opportunities to discuss their views following any assessment and review of their child's special educational needs.
- Ensuring that parents are made to feel welcome in the school, for example by inviting them to Awards Evening and school performances.

Where a child is in the care of the local authority the school will liaise with the person granted parental responsibility. The SENDCO will work alongside the Designated Teachers for Children in Care to ensure the needs of the student, both SEND and any additional needs resulting from their circumstances, are being met fully.

The Voice of the Student

In DSTC we encourage students to participate in their learning by:

- Being involved in target setting in their provision map and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of their education
- Encouraging self-advocacy and independence.

Students are able to utilise the school's pastoral system to raise and discuss any concerns or anxieties they may have, such as worries regarding bullying, friendship difficulties or homework. Students most frequently do this by talking to their mentor but are also able to discuss matters with their Pastoral Leader, Raising Standards Leader, Head of Year, their Key Worker and their subject teachers. All students have the opportunity to join the School Council, students with SEND are represented on the council and are supported with their participation if needed.

Links with other Schools

- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for students.
- We will consult the LA when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the student and with parents and, where appropriate, make joint planning arrangements.

12. Monitoring the Policy

This policy will be reviewed every **year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Full Governing Body.

This policy should also be read in conjunction with the following:

- Teaching Standards & Teaching and Learning Policy
- Confidentiality Policy
- Disability and Equality Awareness Policy
- Accessibility Plan
- Complaints Policy
- Safeguarding Policy
- Exam Access Arrangements Policy

APPENDIX 1

Provision Map

Student:	Form:	Date:
Reviewed by:	Next review due:	

Diagnosis/SEND Need and strategies ideas:			
How it affects learning	Things teachers can do to help me in the classroom		
Read/write slowly	Give sufficient time to read text/write	Print out information displayed as a handout	Writing slope
Find copying from the board difficult	Print out information displayed as a handout	Give sufficient time to read text/write	Sit facing the board
Unable to read small font	Enlarge handouts so text can be read	Print out information displayed as a handout	Sit at the front facing the board
Slow processing speed	Keyword diary/ journal, targeted spellings	Print out information displayed as a handout	Clear language/instruction modified texts
Struggle to understand instructions	Give instructions singularly or give a written list	Clear language/instruction modified texts	Writing frames and sentence starters
Unable to follow complex instructions	Print out information displayed as a handout	Multi-sensory teaching methods	Visual prompts on desk
I find it difficult to start work independently	Writing frames and sentence starters	Give instructions singularly or give a written list	Leave space for TA to sit next to/access student
Unable to access black text on white paper	Encourage use of coloured overlay	PPTs not on white backgrounds	Technology – 'ScreenWhite' to change background colour
I often feel anxious	Specific seating plan	Peer support	Leave space for TA to sit next to/access student
I am shy / lack confidence	Specific seating plan / Sit near the front	Peer support	Teachers to check up on me discreetly
Afraid to speak up/ask for help	Teachers to check up on me discreetly	Sit student near the front	Peer support
I find it difficult to control my behaviour/act appropriately	Sit near the front	Use name/eye contact to attract my attention	Clear boundaries for behaviour
Easily distracted/lose focus	Use name/eye contact to attract my attention	Sit student near the front	Clear boundaries for behaviour
I am sensitive to noise, smell, lights etc.	Sit by natural light where possible (ie. Window)	Teachers to talk to me about the best seating position	'Exit' pass (issued by Pastoral Lead/RSL)

I find it difficult to organise myself for school (homework)	Support with homework	Visual timetable	Use of technology
I have difficulty with friendships	Pastoral support	Structured class routines	Sit student near the front
I find it hard to read body language and social cues	Structured class routines	Clear instructions from the teacher	Opportunities for working in a suitable group
Unable to move around room	Sit student near the front	Resources available for me	Structured class routines
Unable to stand for demonstrations	Sit student near the front	Chairs available so I can view demonstrations	Teachers to be aware and include me
Difficulties in regulating body temperature	Sit by natural light where possible (ie. Window)	Teachers to talk to me about the best seating position	'Exit' pass (issued by Pastoral Lead/RSL)

1. Extra help I get from people in school	2. External Support

Student Targets	Target 1	Target 2
<u>Autumn:</u>		

Spring Review:	Reviewed by:
Target 1 comment:	
Target 2 comment:	
Any other comments:	

Student Targets	Target 1	Target 2
<u>Spring:</u>		

Summer Review:	Reviewed by:
Target 1 comment:	
Target 2 comment:	
Any other comments:	

Student Targets <u>Summer:</u>	Target 1	Target 2
What are my aims for the next year?		

Reviews:	Date:	Student Signature:	Parent Informed:
Initial Review:			Y / N
Spring Review:			Y / N
Summer Review:			Y / N