DITCHAM PARK SCHOOL

Where every child is known and valued

Special Educational Needs and Disabilities (SEND) Policy

Compiled by	Head of Learning Support (Seniors)
Approved by	Education Committee
Date of Review	Spring 2025
Next Review	Spring 2026

Introduction

This policy is an integral part of the teaching and learning of all pupils with Special Educational Needs and/or Disability (SEND). It seeks to improve provision by guiding and clarifying practice and improving communication between all parties who are involved with the pupil who has SEND.

Ditcham Park School recognises that all children have their own learning styles and needs, educational or otherwise. Some may entail individual consideration and specialist teaching support from time to time. These issues are more commonly known as Special Educational Needs and/or Disabilities (SEND). Presently, Ditcham Park School caters for a number of pupils with mild to moderate dyslexia, dyspraxia, speech and languages disorders, autistic spectrum disorders (ASD), attention deficit hyperactivity disorder (ADHD) and auditory processing problems. We also support pupils who are identified as having SEND without any formal diagnosis. We also have pupils with an Education Health and Care plan.

Where any pupil, including pupils of EAL, has any difficulty which inhibits their capacity to learn and make progress at a rate similar to that of their peers, then relevant additional support will be made available for as long as that difficulty persists.

This policy is implemented by all the teaching and Learning Support staff and is led and co-ordinated by the Headmaster, Senior Leadership Team and the Head of Learning Support Seniors and Juniors.

It is central to the ethos of Ditcham Park School that all pupils are equally valued and share a right to a broad balanced curriculum which promotes personal development preparing them for increasing independence and responsibility. To this end all pupils are offered relevant help and assistance in their learning wherever and whenever a need is identified. In some circumstances, and with the agreement of parents, teachers and Learning Support staff, a pupil may receive support from the Learning Support Department to meet their SEND needs.

School Aim

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To promote high quality practice and provision in relation to children with SEND.
- To meet the learning requirements of all pupils and value all pupils.
- To ensure early identification of learners with SEND and early intervention.
- To cultivate an ethos which promotes a creative, sensitive and secure environment which will enable pupils with SEND to develop a growing confidence in their abilities.
- To enable each pupil to learn and progress according to their full potential (academically, socially and emotionally).
- To provide access to a broad, balanced and relevant education.
- To ensure (within an independent school framework) that age, gender, race, culture, learning difficulties and/or disabilities or other individual needs do not constrain any educational entitlement
- To work in partnership with staff, external agencies, parents and pupils to these ends.

Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and 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 schools' responsibilities for education, health and care (EHC) plans, and SEND.
- Equality Act 2010

What is SEND?

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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.
- 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.

ROLES AND RESPONSIBILITIES

Head of Learning Support Seniors

The Head of Learning Support Seniors is Mrs Hayley Brimble. They will do the following within the Senior School:

- Work with the Headmaster and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date, including pupil passports and access arrangement documentation.
- Coordinate the assessment of access arrangements and apply for arrangements to the examining award bodies.
- Will coordinate and manage EHCPs across both Juniors and Seniors.
- Will monitor and analyse data of children in Seniors with SEND.

Head of Learning Support Juniors

The Head of Learning Support Juniors is Mrs Belinda Fifield. They will do the following within the Junior School:

- Work with the Headmaster and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date, including pupil passports and access arrangement documentation.

Learning Support Teachers

The Learning Support teachers are: Mrs Rachel Standen, Mrs Hamilton-Williamson and Ms Kate Dunleavy.

They will:

- Work with the Head of Learning Support for Seniors and Juniors as well as the SEND governor to determine the provision in the school.
- To support individual pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies.
- Ensure the school keeps the records of all pupils with SEND up to date, including pupil passport and data tracking systems .
- To deliver nine timetabled lessons per day of work.

SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headmaster and the Head of Learning Support Seniors/Juniors to determine the strategic development of the SEND policy and provision in the school.

Headmaster
The Headmaster will:

- Work with The Learning Support Department and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Teachers
Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Head of Learning Support to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring they refer to the SEND Handbook for strategies to support pupils in the classroom.

SEND PROVISION AND SUPPORT

Types of SEND Provided For
Ditcham Park School treats every application for admission in a fair and equal way in accordance with the School's Equal Opportunities Policy and the Academic Standards and Admissions Policy.

The school will not offer a place to a child with disabilities however if, after reasonable adjustments have been considered, we believe we cannot adequately cater for or meet their needs.

Our school currently provides additional and/or different provision for a range of needs, including: Communication and interaction, for example, Autistic Spectrum Disorder, Speech and Language Difficulties. Cognition and learning, for example, Dyslexia, Dyspraxia, Specific Learning Difficulties. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD). Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy.

Identifying and Assessing Pupils with SEND
We will assess each pupil's current skills and levels of attainment on entry and during the school academic year, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social and emotional needs

Teachers can request informal assessment of SEND needs by referring them to the Learning Support Department on the appropriate referral form. The Learning Support Department will make a judgement of the needs of the child and whether they require additional support from the team.

In the Junior School all pupils are assessed under the following:

Class	**Testing**
Reception	Early Years Foundation Stage Framework (Assessment in November, February, April and End of Year) Progress in Reading Assessment (PIRA) Summer term only White Rose Maths Summer term only
Pre-Prep	Progress in Reading Assessment (PIRA) termly White Rose Maths Summer term only
Prep	Progress in Reading Assessment (PIRA) termly White Rose Maths termly NFER Spelling
Transition	GL Cognitive Abilities Test CAT4 Progress in Reading Assessment (PIRA) termly White Rose Maths termly NFER Spelling Dyslexia Screener
Lowers	Progress in Reading Assessment (PIRA) termly White Rose Maths termly NFER Spelling
Middles	GL Cognitive Abilities Test CAT4 Progress in Reading Assessment (PIRA) termly White Rose Maths termly NFER Spelling
Uppers	Progress in Reading Assessment (PIRA) termly White Rose Maths termly NFER Spelling

In the Senior School pupils are assessed under the following timetable:

Year	Testing
Form 1	All pupils are screened in Form 1 using: The Cognitive Abilities Test (CAT4) Dyslexia Screener Literacy Assessment online Reading Comprehension Literacy Assessment online Spelling Detailed Assessment of Handwriting speed (DASH) GL Progress Test in Maths
Form 2	GL Progress Test in Maths
Form 3	Access Arrangements Screening for GCSE LUCID EXACT Sparcs Processing
Form 4	Catch up assessments for any new pupil, or those who missed screening in Form 3.
Form 5	No formal screening unless new to school Mock examinations will take place December GCSEs Summer Term

CAT4

CAT4 are a Cognitive Abilities Test known as "CAT4." This is a diagnostic assessment that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

Please note it is only an indication of progress. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start by asking the classroom teacher to make a referral, including the data of any tests that have been completed in class or part of the whole year group screening. All pupils in Senior School have half termly assessments in each subject and an end of year exam.

In the Junior School most of the pupils are assessed termly using PIRA and PUMA as well as the NGST Spelling.

Further specialist screening will be completed by a member of the Learning Support Department and the outcomes will be shared with parents. (A full list of the specialist tests available for use by the Learning Support department are listed within the SEND Handbook).

If all parties feel that the child would benefit from this provision then the quantity of lessons will be decided and if staff have availability the pupil will start as soon as possible. There is an additional charge for these sessions.

Any pupil who cannot start straight away will be added to the waiting list and both teacher and parent will be notified.

Education Health and Care Plans

Pupils with an Education Health and Care Plan (EHCP) have a statutory document which sets out and identifies educational, health and social needs that require additional support above and beyond that which is provided through 'special education needs support' level. The school is a fully inclusive and will consider pupils for entry who have a current EHCP on a case-by-case basis.

The Heads of Learning Support will review the EHCP and then work with the Headmaster, Head of Seniors, or the Head of Juniors to ascertain whether the provision within the legal document can be met by the school.

Pupils who attend Ditcham Park with an EHCP will be managed by Hayley Brimble if they are in the Senior school and Belinda Fifield if they are in the Junior school. An annual review meeting will be held each year to discuss the progress of the pupil, with information gathered from relevant staff within the school.

If Ditcham Park school identifies a pupil in school who has received support to address their SEND needs following the assess, plan, do, review cycle and we feel that their needs require further external professional support, we will agree to support pupils with an EHC assessment in conjunction with the respective local authority, dependent on where the pupil lives. The assessment is a collaborative process involving the pupil, school, external professionals, and parents/guardians.

Learning Support Lessons

A pupil of any age at Ditcham Park School can receive lessons from the Learning Support department.

Pupils receiving Learning Support Lessons are generally for half an hour and are timetabled by the Learning Support teachers and are charged additionally. Please refer to the school website for updated costings. Pupils do not miss core lessons and lessons take place in small, comfortable rooms. Parents will be invoiced for these lessons at the end of each academic term. The Learning Support Department aims to teach these lessons for thirty weeks over the year.

Parents will need to provide a full term's notice to cancel Learning Support lessons. Ditcham Park School has the right to terminate the lessons without notice if they feel a pupil has made enough progress.

Consulting and Involving Pupils/Parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and shared with their parents within two weeks of assessment.

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents will receive a letter with the terms and conditions stated clearly within it.

Assessing and Reviewing Pupils' Progress

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the Learning Support department to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information can be found on the child's IEP and Student Profile.

Supporting Pupils

In the Junior School children with SEND will:

- Have an enhanced transition programme into the Senior school.
- Information will be shared from Junior staff to Senior staff.
- Junior students leaving the school will have their information shared with their new school.

Pupils in the Senior school with SEND will:

- Be advised to have additional induction days at their chosen college or further education provider.
- The Learning Support Department will share relevant documents with the new provider to ensure a smooth transition.
- Career advice to support those with additional learning needs if requested.

Approach to Teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils with specific needs. Pupils are provided with an intervention for an area of need, if approved by the Learning Support Department and parental agreement. Allocation of staff to pupil will depend on availability.

We will also provide the following interventions:

- Reading comprehension
- Single word reading
- Spelling
- Working Memory
- Mathematics
- Social communication

- Developing metacognition skills in approaches to learning
- Executive functioning
- Social and emotional wellbeing
- Drawing and Talking therapy
- Morphology
- Study Skills Support/Revision/Exam Strategies

Adaptations

Teachers make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as Chromebooks, iPads, computers, coloured overlays, visual timetables, larger font, computer reading software, dictation software etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Teachers to use age appropriate support in lessons to meet the needs of the child. Use of a Chromebook in the Juniors for example, may not be age appropriate, unless specified by an Educational Psychologist.

Additional support for Learning

We work with the following agencies, including but not limited, to provide support for pupils with SEND:

- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.
- CAMHS.
- School refusal support.

Please be aware that this may come at an additional cost to families if the services used are not part of the NHS.

Expertise and Training Staff

We have a team of very experienced Learning Support teachers who are specifically trained to work with children with a range of SEND needs. The school has two specialist teachers, Belinda Fifield and Hayley Brimble. Maths teachers are subject specialists.

Mrs Belinda Fifield has over 10 years' experience in this role and has over 30 years teaching experience. She is in charge of the Head of the Learning Support Department within the Junior School, completes diagnostic assessments for both the Juniors and Seniors as well as teaching within the Learning Support Department.

She has obtained the following qualifications throughout her teaching career:

- B Ed (Honours) Southampton
- Diploma in Specific Learning Difficulties/Dyslexia/ ACoT – (Associate of College of Teachers)
- ATS-BDA (Approved Teacher Status – British Dyslexia Association)
- PATOSS AAA (Access Arrangements Assessor) (Professional Association of Students with Specific Learning Difficulties)

- PATOSS PPAR (Professional Practice in Assessment and Recording) (Professional Association of Students with Specific Learning Difficulties)

Mrs Hayley Brimble has over 10 years' experience of working with children with SEND and has thirteen years teaching experience. Hayley is the Head of Learning Support Department within the Senior School as well as taking charge of the EHC plans across the whole school. She also completes diagnostic assessments for Seniors and Juniors as well as being the Access Arrangements Coordinator as well as teaching. She works five days a week.

She has obtained the following qualifications throughout her teaching career:

- BA in Media and English
- PGCE English
- Diploma in Specific Learning Difficulties Dyslexia (dyslexia)/ ACoT – (Associate of College of Teachers)
- MA Education
- PAPAA, Postgraduate Award of Proficiency in Assessment for Access Arrangements
- NASENCo, National Award for SEN Coordination
- ELKLAN in working with learners with Speech and Language and Communication Difficulties
- TEAM TEACH in Training in Positive Behaviour Management

Teachers will receive at least one SEND training session annually, from the Learning Support department in line with the school improvement plan.

Evaluating SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals on their pupil passport
- Using pupil voice.
- Monitoring by the Learning Support teachers.
- Holding annual reviews for pupils with EHC plans.
- Holding parents' evenings for all pupils who receive support from the Learning Support department.
- Reviewing the annual Progress in English and Maths testing.

Enabling SEND Pupils

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to have a pupil voice, through discussions with their Learning Support Teachers and this information is shared through their Pupil passport/Profiles.

- Pupils with SEND are also encouraged to be part of extracurricular clubs to promote teamwork/building friendships.

We have a zero tolerance approach to bullying across the school.

Welfare/PSHE/RSE

All pupils at Ditcham Park School receive support and guidance for RSE and PSHE. For pupils with SEND it can be necessary for them to receive additional support and understanding to meet their needs. Ditcham Park school will do the following if this occurs:

- Pupils with SEND will receive a bespoke programme of support from a trusted adult within the school to ensure that their understanding of RSE keeps them safe and age appropriately informed.
- The school will identify SEND pupils in collaboration with parents/guardians, SLT and the Learning Support department to ensure their needs are met in this area.
- Resources will be sourced from reliable and credible places.
- Any concerns regarding welfare of SEND pupils as a result of this provision will be immediately escalated to the Safeguarding Lead, and Deputy Safeguarding Lead.
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Working with Agencies

Ditcham Park School will source external agencies for advice and guidance if the child's SEND needs are not being met within the classroom or with additional Learning Support agencies.

If we require the input from an expert that requires an additional fee, the cost will fall to the parent of the child. Therefore, permission from the parent will be required before the referral is made. We will work with the corresponding local authority for children with an EHC plan and if we feel that an EHC plan is needed. The school uses three local educational psychologists and a speech and language therapist.

Complaints

Complaints about SEND provision in our school should be made to the Head of Learning Support in the first instance. They will then be referred to the school's complaints policy. Details are on the school's website.

If the complaint is about the Head of Learning Support, parents are requested to address these to the Head of Seniors in line with the school's complaints policy.

Monitoring Arrangements

This policy will be reviewed by the Head of Learning Support Seniors **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board and Headmaster.

Links with Other Policies and Documents

This policy links to our policies on Ditcham Share Point

- DPS CP and Safeguarding.
- Behaviour Rewards and Sanctions Policy (Incl EYFS).
- First Aid & Medical Needs Policy.
- Equal Opportunities Policy.

- Academic Standards and Admissions Policy.
- Curriculum Policy.