Outcomes First Group.

SEND Policy

Dibden Park SCHOOL

1.0 INTRODUCTION

Our SEN policy aims to:

- Detail how Dibden Park School will support and make provision for students with special educational needs and / or disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in supporting students with SEND at Dibden Park School.

2.0 AIMS AND OBJECTIVES

Dibden Park School values the abilities and achievements of every student and is dedicated to creating a supportive learning environment to ensure positive outcomes for each student. Each student at Dibden Park School has an Education, Health, and Care Plan (EHCP) and falls under the provisions of this policy.

Dibden Park School aims to:

- Provide a differentiated and challenging curriculum that meets individual student needs, removes barriers to learning, and ensures the best possible outcomes for students.
- Foster students' personal development, helping them build confidence, independence, and make informed choices while becoming active members of the wider community.
- Create an engaging and enjoyable learning environment that supports students' emotional, social, and spiritual growth, and instils a strong sense of right and wrong.
- Provide an atmosphere of sensitivity, security and respect for all students.
- Communicate with parents and carers about all aspects of the special needs provision made for their child and to seek to develop and foster this partnership.
- Collaborate as a multidisciplinary team with professionals from diverse fields, incorporating therapeutic support when needed to effectively meet the needs of our students.
- Establish effective frameworks to assess and monitor student progress in relation to their personal and academic targets.
- Use the SEND Code of Practice (2015) as a framework for identification of, and provision for, students with special educational needs.

3.0 LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, as amended, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Equality Act 2010, which sets out the school's legal responsibilities towards pupils with disabilities and protects them from discrimination.

- Keeping Children Safe in Education 2026 (KCSIE), which provides the statutory safeguarding framework for schools and highlights the additional safeguarding vulnerabilities that may affect children with SEND.

3.1 Safeguarding Children and Young People with SEND

- Dibden Park School recognises that **safeguarding and promoting the welfare of children is everyone's responsibility**. All staff have a responsibility to adopt a child-centred approach and consider, at all times, what is in the best interests of the child. This reflects **Keeping Children Safe in Education 2026 (KCSIE)**, which came into force on 1 September 2026.
- The school recognises that children and young people with SEND may require particular consideration within safeguarding practice. Staff will remain professionally curious and alert to safeguarding concerns and will consider each student's individual needs, communication, presentation and circumstances.

4.0 DEFINITIONS

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provisions 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 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 student or young people of the same age by mainstream schools.

5.0 ROLES AND RESPONSBILITIES

5.1 The SENCO

The SENCO will:

- Work with the Head Teacher and Governance to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, in line with EHC plan specification.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.

- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board 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 students with SEN up to date.

5.2 The School Governance

The school governance will:

- Help to raise awareness of concerns relating to SEN policy and provision at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

5.3 The Head Teacher

The head teacher will:

- Work with the SENCO and governance to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.4 Tutor/Class teachers

Each tutor/class teacher is responsible for:

- The progress and development of every student 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 SENCO to review each student's progress and development and decide on any changes to outcomes / provision.
- Ensuring they follow this SEN policy.

6.0 SEN INFORMATION AND SUPPORT

6.1 The kinds of SEN that are supported

Our school can provide additional and/or different provision for a range of needs, including:

- Social, emotional and mental health (SEMH) difficulties, for example, attachment and trauma conditions.
- Diagnosed conditions for example attention deficit hyperactivity disorder (ADHD).
- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language and communication needs (SLCN).
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate and multiple learning difficulties.

6.2 Consulting and involving students and parents

We believe that a student's education is a partnership between the student themselves, their parents, carers, and teachers. We are dedicated to fostering strong communication with parents and carers, maintaining regular contact. Parents and carers are invited to all review meetings and parents' evenings throughout the year to discuss their student's progress toward individual targets and address any other aspects of their education and specialist provision related to their EHCP.

6.3 Assessing and reviewing students' progress towards outcomes

The SEND provision for our students is the responsibility of the entire school community. At Dibden Park School, teachers aim to tailor National Curriculum subjects to meet the specific learning needs of each student. We use specific assessment frameworks to regularly evaluate individual attainment and progress effectively.

Each student is assessed in reading, spelling, and maths within the term they enter our school. During each school year our students, (where appropriate), will be assessed termly.

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

- The teacher's assessment and experience of the student.
- Their previous progress, attainment and 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 student's own views.
- Advice from external support services, if relevant.

This information will be used to inform the students Provision Map which is reviewed termly.

All teachers and support staff who work with the student 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 student's progress.

6.4 Supporting students moving between phases and preparing for adulthood

At the referral stage a member of SLT will endeavour, where possible, to visit the student in their current setting. We then liaise closely with the current setting and ensure transition plans are available. If students are moving on from our setting, we will share information with the school, college, or other setting the student is moving to.

6.5 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.
High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

The Four-Part Cycle



Assess: We will ensure that all students' needs are regularly assessed, allowing us to closely track and monitor each student's progress and development according to their personal targets, as well as national milestones and expectations. We will listen to the views and experience of parents/carers and the student. We will draw on assessments and guidance from other education and clinical professionals e.g. Educational Psychologists (EP), Occupational Therapists, Psychotherapists, Speech and Language Therapists (SLT) and those from health and social services.

Plan: The teacher and SENCO will support the student's staff team to create a Provision Map outlining the adjustments, interventions and support which will be put in place for the student, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the student will be shared with her/him using student friendly language and with parents/carers. All staff who work with the student will be made aware of the Provision Map.

Do: The class teacher is responsible for working with the student on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance, and advice for the teacher and class team.

Review: The Provision Map, including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the student. This will inform the planning of next steps for a further period.

6.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Individual timetables where needed, matching the students' needs and interests.
- Adapting our resources and staffing accordingly to meet the needs of our students.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual aids and symbols etc.
- Student are offered a sensory diet.

6.7 Additional support for learning

- Teaching assistants will support students on a 1:1 basis when needed.
- Teaching assistants will support students in small groups in each classroom.

We work alongside the following professionals within our clinical team to provide support for students with SEN and support for staff working with students with SEN:

- Occupational Therapists
- Speech and Language Therapists
- Psychotherapists

6.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions.
- Monitoring by the SENCO.
- Using provision maps to measure and monitor progress.
- Holding annual reviews for students EHCPs.
- Termly LAC and PEP reviews for those students who are looked after children (LAC).
- Reviewing evidence of progress towards EHCP outcomes through Evidence for Learning.

6.9 Support for improving emotional and social development

At Dibden Park School we aim to meet the needs and aspirations of the students within the school through the building of strong relationships with our students. We promote equality of opportunity, high quality learning, a concern for individual students and a respect for diversity. We seek to meet the additional education and other needs of students and to help them overcome barriers to learning by having small class groups of no more than five and offering individualised learning programmes. We believe in and support student participation and involvement in decisions about school life. We do this through regular assemblies, school council, student questionnaires.

6.10 Working with other agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students. We welcome multi agency meetings to ensure that the student is receiving the maximum support available. Important links are in place with the following organisations: Local Authorities Specialist services, Student and Adolescent Mental Health service, Social Services.

6.11 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education or associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.12 Contact details for raising concerns

Robert Fauvel (Interim Head Teacher)

Tracey Gammans (SENCO)

7.0 MONITORING ARRANGEMENTS

This policy and information report will be reviewed by SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world