



## Elmley Dray School

### Special Educational Needs & Disability Policy

The following policy has been developed in accordance with guidance provided by Kent County Council and adapted to reflect the practices at Elmley Dray School.

#### Our Provision

At Elmley Dray School, we provide a Specialist Educational Provision for those identified with an Education, Health and Care Plan or indeed are within the process of achieving the Education, Health Care Plan.

We specialise in providing a calm and engaging provision for those who are identified with the following SEND:

- Dyslexia,
- Dyslexia, Developmental Coordination Disorder [which includes Dyspraxia]
- Speech and Language needs,
- Autism Spectrum Condition,
- Social, Emotional and Mental Health difficulties including anxiety, depression, adjustment disorders
- Occupational Therapy needs
- Sensory Processing Disorder
- Cognition and Learning difficulties
- FASD

Decisions on the admission of learners with an Education, Health and Care plan/ adult Care and Support Plan are made by the Headteacher and Director/s, and the Local Authority in consultation with the school.

## Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding learners with SEND
- Set out how our school will:
  - Support and make provision for our learners
  - Provide learners with SEND access to all aspects of school life
  - Help learners with SEND fulfil their aspirations and achieve their best
  - Help learners with SEND become confident individuals living fulfilling lives
  - Help learners with SEND make a successful transition into adulthood
  - Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision for the learner
- Make sure the SEND policy is understood and implemented consistently by all staff

## Vision and Values

At our school we will provide all learners with access to a broad and balanced curriculum.

We are committed to making sure all our learners 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 learners, no matter how varied.

## Legislation and Guidance

This 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 learners 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 (SENCOs) 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 learners 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 Handbook](#), which sets out governors' responsibilities for learners with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all learners 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
- The [Care Act 2014](#)
- The [Safeguarding Vulnerable Groups Act 2006](#)

## Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners are included in all aspects of school life.

All clubs, trips and activities offered to learners at Elmley Dray School are available to all regardless of their challenges. Where it is necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the learner in the activity.

## Emotional Wellbeing

Our priority is to enable all learners to develop emotional resilience and social skills, both through direct teaching, for instance in Personal, Social Development, Citizenship - SPHERE. SMSC ensures that learners are encouraged to learn about themselves, their community, and their country. In fact this curriculum is all about raising understanding and awareness for adulthood.

Learners in the early stages of emotional and social development because of their SEND will be supported to enable them to develop and mature appropriately.

## Definitions

### Special educational needs

A learner 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.

### Disability

Learners 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 learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners 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 learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Learners 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 do not understand or use the social rules of communication.</p> <p>Learners who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Learners 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"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

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

## Roles and Responsibilities

### The SENDCo

The SENDCo at our school is Sian Bailey and can be contacted via [sian.bailey@elmleydrayschool.co.uk](mailto:sian.bailey@elmleydrayschool.co.uk)

They will:

- Work with the Director/s and Governors (PAT) 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 learners
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual learners
- Advise on the deployment of the school's budget and other resources to meet learners' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the learner and their parents are informed about options and that a smooth transition is planned
- When a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Director/s and Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all learners up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the teaching staff, reflect on and reinforce the quality of teaching

#### The Director/s and Governing Board (PAT)

The Director/s and Governing Board (PAT) is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every learner gets the support they need
- Make sure that learners engage in the activities of the school
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any learners with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for learners with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than

others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of learners
- Make sure that all learners from year 8 until year 13 are provided with independent careers advice
- As the Headteacher is also the SENDCo, the Director/s will make sure that the SENDCo has enough time to carry out their duties

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of provision within the school and update the governing board on this
- Work with the SENDCo/Headteacher to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Director/s and Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners and their progress
- Have an overview of the needs of the current cohort of learners on the SEND register
- Advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review
- Identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the teaching staff, reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
  - o Set clear outcomes and review progress towards them
  - o Discuss the activities and support that will help achieve the set outcomes
  - o Identify the responsibilities of the parent/carer, the learner and the school
  - o Listen to the parents' concerns and agree their aspirations for the learner

### Parents or Carers

Parents/carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The school will take into account the views of the parent/carer in any decisions made about the learner.

### The Learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

## SEND Information Report

The school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

As we are a new school, the first SEND Information Report was published in September 2025.

## **Involving Parents and Carers**

Children, young people and their families are the experts on the impact of their condition or disability on themselves and others.

Collaborative working is the starting point when planning, implementing and reviewing SEND provision. Provision that is put into place in response to current presenting, underlying or emerging needs is not dependent on a child or young person receiving a formal diagnosis of a specific condition or a disability.

All parents / carers of Elmley Dray learners are invited to discuss the progress of their children at least three times a year and receive a written report once per year. We are always happy to arrange meetings outside these times.

## **Information Advice and Support**

Kent provides a free and confidential, information, advice and support service, for parents / carers of a disabled child or child with Special Educational Needs and to children and young people up to age 25 who have a Special Educational Need or disability.

Elmley Dray School recommends iAsk who have trained staff that can provide impartial legally based information and support on educational matters relating to Special Educational Needs and Disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 413000

Office: 03000 412412

E-mail: [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

[www.kent.gov.uk/education/Information-Advice-and-Support-Kent](http://www.kent.gov.uk/education/Information-Advice-and-Support-Kent)

## **Education, Health and Care (EHC) Plan/Care and Support Plan - Annual and Interim Reviews**

At Elmley Dray School we formally monitor the progress of all learners three times a year to review their social, emotional, attendance and engagement as well as academic progress. Additional resources will be made available to support learners without additional costs to the Local Authority, unless there is a requirement for human resources to be applied above and beyond what is allocated to all learners.

Some learners may continue to make slower than expected progress, despite high-quality teaching targeted at their areas of weakness. For these learners, and in consultation with parents / carers, we will use further liaison with specialist therapists in order to further advance the progress of learners holistically.

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

For all our learners there is an annual review of the provision made for the child or young person, which will enable an evaluation of the effectiveness of the specialist provision. The compilation of all annual review evaluations of effectiveness will be reported to the Director responsible for monitoring progress holistically for all learners three times a year.

## **Evaluating the Effectiveness of SEND Provision**

We evaluate the effectiveness of our provision by:

- Tracking learners' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using learner questionnaires
- Monitoring by the SENDCo
- Holding annual reviews
- Getting feedback from the learner and their parents

## **Expertise and Training of Staff**

Training will regularly be provided to teaching and support staff. The Headteacher/SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## Access Equipment

- All learners have access to a Chromebook.
- Specialist writing materials are purchased for the individual.
- Any resources mentioned on EHC Plan or identified as required post admission will be purchased by the school and if beyond £500 be invoiced to the local authority after agreement at review

## Links with External Professional Agencies

The school recognises that it won't be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and adult social care

## Admission and Accessibility Arrangements

The school can meet the needs of the following designated need types:

- Autism or Autism traits including Sensory Needs
- Communication and Interaction
- Emotional and Mental Health (Anxiety, Depression and Adjustment Disorder based)
- FASD
- ADHD

The age group of learners are:

- Key Stage 2 for Year 5 and 6 (from age 9 years)

- Key Stage 3 for Year 7 to Year 9
- Key Stage 4 for Year 9 onwards
- Key Stage 5 for Year 12 onwards based on GCSE opportunities (to age 19)

Whilst the ultimate goal is to provide learners with a combination of GCSE and equivalent qualifications in order to enable them to progress through to further education, employment or training on leaving Elmley Dray School, some learners will have missed education and therefore may need additional time or access to Entry Level Certificates and Life Skills Awards if appropriate.

There is a holistic approach to personal and social development, emotional wellbeing and resilience and learning outside of the classroom.

#### Admission arrangements

Learners become known to the school as prospective learners via a number of routes:

Informal Enquiries from Parents/Carers - Parents/carers are welcome to phone or visit the school in order to help them decide on the type of special school provision that may be suitable, and that they may prefer for their child. All are advised however that if they wish to formally request a placement, this must be done through the Local Authority.

Formal Requests from the LA - Papers are sent direct to the school for consideration. Wherever possible, the school would prefer to meet a learner prior to considering his or her suitability for placement, i.e. as well as reading reports, assessments, etc. This can be achieved either by the learner visiting the school or by a member of the Leadership Team visiting the learner in their current placement, or in their home. All requests for, or expressions of interest in, placements are recorded by the school. No offer of a place can be made until an official referral has been sent to the school through the Local Authority. These are then considered by the Headteacher. The Headteacher will then advise Local Authority Officers as to whether the school is suitable and also whether there are any places available. The decision of the school may result in further discussion with the Local Authority.

Once an admission has been formally agreed with the LA, a letter of confirmation will be written by the LA to the learner's parents/carers. This is closely followed by a letter from the school including a set of admission and consent forms for parents/carers to complete and return to the school. Parents/carers are required to bring an original copy of the learner/learners' birth certificate to the school office prior to admission. If the admission is for September, the parents/carers will be invited to an admissions meeting in the preceding July for the relevant Key Stage of the school, where there will be a chance to meet the staff who will be working with the learner, hear about the organisation and expectations of the Key Stage, and visit the classroom where the learner will be based. Their child will also be invited to a transition day.

#### Accessibility arrangements

- Our site is all on one level for learners

- We have ramps to access all step areas
- We have a narrow wheelchair on site to access doorways and hallways
- We provide auxiliary aids for learners

Please refer to our accessibility plan for further details, in which we cover how we will:

- o Increase the extent to which disabled learners can participate in the curriculum
- o Improve the physical environment to enable disabled learners to take better advantage of the education, benefits, facilities and services you provide
- o Improve the availability of accessible information to disabled learners

## Complaints about SEND provision

Where parents/carers/learners have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher. They will be handled in line with the school's complaints procedures.

If the parent/carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## Monitoring and evaluation arrangements

### Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness
- Learners' progress and attainment
- Whether learners feel safe, valued and included in the school community
- Comments and feedback from learners and their parents

### Monitoring the policy

This policy will be reviewed annually by the Headteacher. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the Director/s.

## Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality, Diversity and Inclusion Policy, Equality Information and Objectives
- Supporting learners with medical conditions policy
- Attendance policy
- Safeguarding, child and vulnerable adult protection policy
- Compliments, concerns and complaints policy

## Version control - Approval and review

Version No.	Approved By	Approval Date	Main Change	Review Period
1	Hayley Furnell	October 2024	Initial policy approved	Annually
1.1	Hayley Furnell	August 2025	Annual review, removal of requirement to be within 2 academic years of ability	Annually
1.2	Hayley Furnell	December 2025	Update to SENDCo details	Annually



Hayley Furnell, Director,  
on behalf of Elmley Dray School

Dated: December 2025

Next Review: August 2026