

Special Educational Needs and Disabilities (SEND) Learning Support

INTRODUCTION

St Dunstan's College ('the College') is committed to the equal treatment of all pupils including those with special educational needs and disabilities ('SEND'). This policy works towards eliminating disadvantages for pupils with SEND by:

- using best endeavours to ensure that all pupils (including those with medical conditions as informed by parents) get the support needed
- ensuring that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND
- ensuring parents are informed when special educational provision is made for their child and its impact

In drawing up this policy, the College has had regard to the following guidance and advice (in so far as they apply to the College):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (April 2017)

This policy should be read in conjunction with the College's Admissions Policy (P10), Admissions Special Educational Needs and Disabilities Policy, Equal Opportunities Policy (P13), Disability Policy, Disability Examinations Policy and Accessibility Plan.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY DEFINITIONS

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is disabled if they:

- are prevented or hindered from making use of facilities of a kind generally provided for others of the same age
- have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010)

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

ACCESSIBILITY

The College is aware that difficulties may be experienced from time to time by the need for pupils to move around the site and as a result of the College buildings. The College's Accessibility Plan will consider ways in which accessibility may be improved for disabled pupils, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings. Parents must inform the College with regards to any information about a child's medical needs and/or disabilities, and update the College if there are any developments or changes to this. The College is committed to ensuring all reasonable adjustments are considered and put in place for relevant students in need of accessibility considerations.

POLICY AIMS AND OBJECTIVES

The aims of this policy are to support pupils with SEND towards full inclusion and enrichment at St Dunstan's College by:

- Working with the pupils concerned to enhance their learning skills and abilities;
- Working with their teachers to ensure the best possible outcomes for each pupil;
- Working with families and outside agencies, where necessary, to enable the greatest possible access to opportunities for pupils.

The objectives of the College's SEND provision are:

- To coordinate strategies and actions that promote and enhance full and successful inclusion of all pupils within curricular and co-curricular opportunities, ensuring differentiation where appropriate.
- To scrutinise, support, and advise staff in their teaching of pupils with an identified or suspected SEND.
- To ensure all pupils are included within relevant opportunities, regardless of identified or suspected SEND.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of those with identified or suspected SEND.
- To maintain links with parents of pupils with identified or suspected SEND regarding their progress and inclusion within the life of the College.

GOVERNOR AND STAFF RESPONSIBILITIES

The governing body is responsible for determining school policy and provision for pupils with SEND. The Head is responsible for overseeing all aspects of the College's SEND provision and keeping the governing body fully informed of the implementation of the College's policy in practice.

All teachers are responsible for helping to meet a pupil's identified or suspected SEND (irrespective of any specialist qualifications or expertise), and for following the College's procedures for identifying, assessing and making provision to meet those needs. This stems from the graduated approach to SEND, which highlights High Quality Teaching as essential to successful SEND provision. This can include (where appropriate), but not limited to, in class differentiation:

- by seating;
- by task;
- by instruction;
- by resources (e.g. worksheets, word banks, mind-maps etc.);
- by reasonable adjustments (e.g. overlays, coloured paper, writing slopes etc.);
- by assistive technology (in accordance with our ICT Policy (P15) and its related documents referring to Acceptable Use and Bring Your Own Device – BYOD)

In the Junior School (EYFS - Year 6), SEND provision is overseen by the Junior School Head of Inclusion and Enrichment (Mrs Serena deCordova), who is line managed by a member of the Junior School Leadership Team. In the Senior School (Years 7-13), SEND provision is overseen by the SENDCo (Ms Simranjit Dosanjh), who is line managed by a member of the Senior School Leadership Team. The Junior School Head of Inclusion and Enrichment and the Senior School SENDCo collaborate and work together, meeting regularly to discuss whole-College policy and practice. The Junior School Head of Inclusion and Enrichment and the Senior School SENDCo have responsibilities which include:

- determining the strategic development of the SEND policy and provision in the College, together with Junior and Senior School leaders, the Head, and governing body;

- having overall day-to-day responsibility for the operation of the SEND policy;
- coordinating specific provision for children with SEND, including those who have EHC plans;
- ensuring all staff understand their responsibilities to pupils with SEND and the College's approach to identifying and meeting SEND;
- ensuring that teachers are given any necessary information relating to a pupil's identified or suspected SEND so that teaching practices are appropriate;
- ensuring parents' insights are considered in the planning of action taken by the College to support their child's identified or suspected SEND;
- liaising with external professionals and agencies, as appropriate;
- ensuring that the College keeps up-to-date records of all pupils with SEND;
- working closely with the Admissions team to eliminate discrimination from the Admissions' processes, and to ensure handovers of SEND information with regards to new pupils;
- being the designated person responsible for coordinating SEND provision in the EYFS (Junior School);
- managing a team of Learning Support Assistants (Junior School).

EARLY YEARS PROVISION

The College monitors all pupils in the Early Years Foundation Stage ('EYFS') so that specific help, if needed, can be provided to those pupils whose progress or learning suggest early intervention could be beneficial. The designated person responsible for coordinating SEND provision in the EYFS is Mrs Serena deCordova, the Junior School Head of Inclusion and Enrichment. She, along with the pupil's form teacher, will discuss with parents any concerns they may have about a pupil's needs in accordance with this policy.

SUPPORT FOR TEACHERS

Teachers are supported in their teaching of pupils with a suspected or identified SEND in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training);
- Information contained on the Inclusion and Enrichment Register, and individual Learning Support Profiles, accessible via the College's management information system (iSAMS);
- Advice given within departmental meetings, including directly by the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo where appropriate;
- Feedback from any in-class observation of pupils with a suspected or identified SEND, including when particular learning or behavioural issues are identified;
- Advice in relation to implementing the Priority Strategies set out in individual Learning Support Profiles or Action Plans.

IDENTIFYING, SUPPORTING, AND REVIEWING PUPILS WITH SEND

Whilst the College is not bound by the SEND Code of Practice (2015), the College's four stages of SEND identification, support, and review follow its guidance of "Assess, Plan, Do, Review."

Identification of pupils with SEND (Stage 1 – "Assess")

The College aims to identify pupils with suspected SEND through a variety of ways, including:

- Observation of pupils within learning contexts by relevant staff;
- By monitoring pupils' formative and summative outcomes;
- By reviewing the progress of all pupils within the College via the College's Student Tracking and Review System - STARS – or otherwise;
- By reviewing admission and baseline assessments for potential indicators of SEND;
- Through any screening undertaken by the College of pupils, including the Junior School's annual dyslexia screening of all Year 3 pupils;
- By the receipt of information from a previous school or other educational establishment (where applicable), including during the admissions process;
- By the provision of information by parents, including prior to admission;
- Through discussion with the pupil.

As stated above, the College regularly reviews pupil progress in line with our College Student Tracking and Review System - STARS. Slow progress and low attainment do not necessarily mean that a child has SEND (and will not automatically lead to a pupil being recorded as having SEND). However, where the College reasonably considers that a pupil may have SEND, the College will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed.

Where a member of staff suspects that a pupil might have SEND, they are able to seek guidance from the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo, alongside their line manager, or relevant Head of Department. The teacher should further differentiate their High Quality Teaching of suspected pupils with SEND, in line with guidance given from relevant staff. This process should be documented for future reference, where needed. This may include the creation of an Action plan by a relevant member of staff for the pupil to reach desired outcomes. If this differentiation does not lead to anticipated outcomes, teachers should refer the pupil to the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo. Where further investigation is required, the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will take forward the 'Assess, Plan, Do, Review' process. Parents will be informed when this takes place.

When parents suspect that their child might have SEND, or when a child suspects this themselves, they should seek guidance, in the first instance, from the Form Teacher (Junior School) or Tutor (Senior School), who will seek relevant advice, where necessary, and follow the actions outlined above. Parents or pupils are welcome to liaise directly with the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo regarding any SEND matter, who will seek information from the Form Teacher (Junior School) or Tutor (Senior School), alongside other members of staff.

Supporting pupils with SEND (Stage 2 – “Plan”)

The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will generate a Learning Support Profile when:

- a pupil joins the College with an identified SEND (including those with an EHC Plan)
- a pupil is currently attending the College and has a suspected SEND.

Where appropriate, the Learning Support Profile will contain information gathered from the pupil, parents, and relevant staff, as well as any relevant information gathered from Stage 1. The Learning Support Profile will outline the priority strategies that have been recommended to support the pupil’s suspected or identified SEND. Summaries of relevant documentation and advice from specialist assessments are also included.

The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will arrange a meeting to discuss the proposed Learning Support Profile with the parents and pupil, in order to agree on a final document. Following this, the pupil will be added to the College’s Inclusion and Enrichment Register. In instances where specific outcomes need to be met, a pupil may be placed on an Action Plan.

The Inclusion and Enrichment Register is available to all relevant staff at the College through the internal Management Information System (iSAMS). The Inclusion and Enrichment Register records the pupil’s suspected or identified SEND, priority strategies and any other reasonable adjustments. The Inclusion and Enrichment Register also records whether the pupil has an EHC Plan.

Supporting pupils with SEND (Stage 3 – “Do”)

The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will:

- monitor the use and effectiveness of the priority strategies (by teachers and pupil) set out in the Learning Support Profile through observations, learning walks and communication with relevant stakeholders;
- implement and/or oversee the delivery of any interventions that are required by an Learning Support Profile;

The objective of the provision is to support full integration into the mainstream curriculum so that pupils are not withdrawn from timetabled classes. Teaching Assistants are available in the Junior School to assist classroom activities and pupil learning. Additionally, Learning Support Assistants may be provided during core subject lessons under the direction of the Junior School Head of Inclusion and Enrichment. Junior School pupils may also be required to attend learning support sessions outside of the classroom where deemed appropriate.

There are no classroom Teaching or Learning Support Assistants available in the Senior School. Furthermore, the Senior School does not usually provide 1 to 1 or small group support for pupils with identified or suspected SEND during timetabled lessons, subject to the College’s

obligations under the Equality Act 2010, and advice arising from Education and Health Care Plans.

Where a current or prospective pupil has an EHC Plan, the College will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the College. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if possible, and the College is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the College's obligations under the Equality Act 2010. The College co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Reviewing the support and progress of pupils with SEND (Stage 4 – “Review”)

The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will review the effectiveness of the Learning Support Profile. The outcome of this review will determine one of the following:

- the Learning Support Profile has supported the pupil in their learning, and the Priority Strategies remain in place;
- the Learning Support Profile has not been as effective as desired, and alternative strategies will be recommended;
- the Learning Support Profile and its Priority Strategies have not been successful and it is believed that further guidance would be beneficial. Where this is the case, parents will be recommended to engage with external agencies and professionals to help further assess the pupil, and advise on additional support and strategies. The College is able to recommend external agencies and professionals for parents to explore; the College does not conduct diagnostic assessments. When a parent decides not to follow the College's recommendations to seek external guidance, the College will continue to support the pupil as best it can, within the parameters of the knowledge and understanding that they have in relation to the pupil's suspected SEND.

The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will contact parents to discuss the outcome of reviews where necessary.

Where the pupil has not made expected progress despite the SEND support in place (as stated above), parents and the College have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are encouraged to consult with the College before exercising this right and the College will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The College does not have this right of appeal.

MEDICAL CONDITIONS

It is the responsibility of parents to provide the College with details of any medical conditions that affect their child, and to keep the College updated with regards to any developments or changes with any medical condition.

EXAM ACCESS ARRANGEMENTS

Pupils with an identified or suspected SEND may be eligible to apply for access arrangements to complete assessments. Parents should speak with the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo with regard to any application for access arrangements as soon as reasonably possible.

For internal examinations in the College, access arrangements are made by the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo. The access arrangements are agreed on a case-by-case basis with consideration given to recommendations made in any diagnostic reports from external professionals, in addition to the evidence of a pupil's normal way of working within the College. For internal examinations, access arrangements will be maintained from the previous academic year unless evidence suggests this is no longer the pupil's normal way of working within the College. Where access arrangements are not offered or maintained at this stage, the priority of the College will be to support pupils to maximise the effectiveness of strategies to overcome difficulty. The application of access arrangements can be applied for again, where evidence suggests such arrangements is necessary.

For public examinations (GCSE/GCE), it is important to build a strong evidence base of need (as opposed to simply usage) for any pupil that requires exam access arrangements. The Senior School SENDCo works closely with the Examinations Officer to ensure that such needs are met whenever possible. For public examinations, access arrangements will be made in accordance with the regulations set out by the Joint Council for Qualifications (JCQ). A non-diagnostic assessment for such access arrangements will be carried out by a College recommended assessor, being paid for directly by parents, no earlier than the middle of Year 9. Parents should be aware that an external educational psychologist report, or any other specialist documentation, are not acceptable evidence for access arrangements.

RECORD KEEPING

Paper copies of original reports and documentation are kept securely by the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo. Learning Support Profiles are made available to teaching staff via the College's management information system (iSAMS). Copies are shared with parents. Pupils (subject to their age and understanding) are encouraged to take ownership of their Learning Support Profile and to discuss appropriate Priority Strategies. Learning Support Profiles are supplemented when required by more targeted and time specific Action Plans. These are reviewed and, when appropriate, updated by the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo.

BULLYING AND BEHAVIOURAL ISSUES

The College's Behaviour Policy (P3) and Anti-Bullying Policy (P4) make clear the seriousness of bullying, victimisation and harassment and set out the appropriate responses, including sanctions that will be applied to any pupil who displays inappropriate behaviour. The College recognises that pupils with SEND may be particularly vulnerable to being bullied. The College's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but it may have an impact on wellbeing. Where there are concerns about SEND in this context, the College will follow the 'Assess, Plan, Do, Review' cycle, as outlined above, to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Where concerns over mental health or wider wellbeing are raised, any subsequent referral or coordination of a multi-agency approach will be agreed in consultation with the Designated Safeguarding Lead. This would include the use of approaches such as the Early Help Assessment, if appropriate.

The College recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

The College's Safeguarding Policy (P1) should be followed if staff have any safeguarding concerns relating to a child.

WITHDRAWAL

In consultation with parents and after all reasonable adjustments have been made or considered, where it is evident that the College is unable to meet the needs of the pupil and its obligations under the Equality Act 2010, the College may require parents to withdraw their child. In accordance with section 5.9 of the Parent Contract, fees in lieu of notice will not be applied and the Acceptance deposit less any fees incurred will be refunded.

CONCERNS AND COMPLAINTS

Parents are encouraged to discuss with their child's Tutor or Form Teacher or the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo if their child's progress or behaviour gives cause for concern. The Junior School Head of Inclusion and Enrichment or the Senior School SENDCo will normally be present at each of the Parents' Evenings throughout the year. The College will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves.

If parents are not happy with a decision regarding their child’s SEND support or a decision regarding reasonable adjustments, they are encouraged to raise these with their child’s Form Teacher, Tutor or the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo in the first instance. If the Form Teacher or Tutor, or the Junior School Head of Inclusion and Enrichment or the Senior School SENDCo is unable to address concerns, parents should refer to the College’s Complaints Procedure (P11) a copy of which is available on the College website.

REVIEW

The College will review this policy on an annual basis to ensure the College meets the needs of those pupils with SEND.

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