

P6 – INDIVIDUAL PUPIL NEED

1.0 PRINCIPLES

1.1 St Dunstan's College aims to help all pupils thrive and fulfil their potential. Pupils with Individual Pupil Needs such as English as an Additional Language (EAL), and/or special education needs and/or disabilities (SEND) and/or medical needs are supported at the College to have access to the mainstream curriculum in all its forms equal to that of students who do not require support. All pupils regardless of age and ability, will have the opportunity to learn and make progress, and to be prepared for the opportunities, responsibilities and experiences of full College life. In line with the Equality Act (2010), Children and Families Act (2014), SEND Code of Practice (2015), and statutory framework for the EYFS (2023), the College celebrates and supports the diversity of its pupils, and recognises and responds to learning and enrichment needs. Resources and systems are in place for this purpose. There are, of course, practical and financial limits to what can reasonably be provided. This policy and its related documents should be viewed alongside our Equal Opportunities Policy (*P13*), Admissions Policy (*P10*), and their related documents.

2.0 POLICY

2.1. It is the responsibility of each teacher to ensure progress is made by all in their classes, providing appropriately differentiated strategies, or work, to address all pupils' individual needs. Teachers are supported in this in the following ways:

2.1.1. In the Senior School, the Head of Department is responsible for subject-based Schemes of Learning and Assessment. In the Junior School the Subject Co-ordinators are responsible for subject-based Schemes of Work and Assessment. These schemes and their delivery are managed to provide supporting materials and advice, including the identification of strategies and resources designed to promote inclusion, enrichment, and extension.

2.1.2. In the Senior School, the Tutor, Head of Year and Head of Section provide support to pupils and review general progress on a regular basis. In the Junior School this is the responsibility of the form teacher and subject teachers.

2.1.3. The Deputy Head Pastoral (Senior School) oversees Individual Pupil Needs, through chairing the Individual Pupil Needs Committee and working with the Individual Pupil Needs team including:

2.1.3.1. The Special Educational Needs and Disabilities Co-ordinator (SENDCo), who advises on strategies to ensure inclusion and progress in the

curriculum for pupils throughout the College with specific learning needs or disabilities (SEND). The SENDCo is supported by Learning Support Co-ordinators in both the Junior School and Senior School.

2.1.3.2. The College Nurse, who advises on strategies to ensure inclusion and progress in the curriculum for pupils throughout the College with specific medical needs.

2.1.3.3. The Head of Junior School, Junior School Deputy Heads and the Head of Pre-Prep, who advise on progress and inclusion for Junior School pupils with individual needs.

2.1.3.4 Senior School Assistant Heads Pastoral (Head of Lower School, Head of Middle School and Head of Sixth Form) who advise on specific strategies and interventions to support the inclusion and progress of Senior School pupils with particular pastoral needs.

2.1.3.5 The Deputy Head Pastoral (Senior School) who oversees the provision of EAL , through the College SENDCo who provides support and advice on relevant inclusion strategies for international and EAL pupils. the Deputy Head Academic oversees the progress of all scholars.

2.1.4 The Individual Pupil Needs Committee is made up of the Deputy Head Pastoral (Senior School), Deputy Head Academic (Senior School), , Junior School Deputy Heads, College SENDCo and College Nurse.

2.1.5 The Individual Pupil Needs team includes all members of the IPN committee, with the addition of the Senior School Assistant Heads Pastoral (Head of Lower School, Head of Middle School and Head of Sixth Form), IPN administrator, attendance officer and Head of Scholars.

2.2. Teaching staff and members of the Individual Pupil Needs (IPN) Committee and team collaborate across College contexts. Teachers approach members of the IPN Committee and team for support and guidance to enhance inclusion and progress. Similarly, the IPN Committee supports teachers through a variety of methods, for examples by attending Department meetings, engaging in pupil pursuits and learning walks, leading staff training, monitoring academic and co-curricular outcomes, inviting teachers to Team Around the Child meetings about individual children and providing advice and guidance to individual staff as needed.

2.3. The IPN Committee and team actively support relevant teaching staff to enhance the quality of inclusion or enrichment in their classrooms. The full committee meets at least once every half term to review College wide provision and support for Individual Pupil Needs.

2.4. Typically, pupils who may benefit from additional support are those with needs relating to the following areas:

2.4.1. Communication and interaction (including ASD, speech and language difficulty)

2.4.2. Cognition and learning (including dyslexia, dyspraxia, dyscalculia)

2.4.3. Social, emotional and mental health

2.4.4. Sensory and/or physical needs

2.4.5. Medical conditions, working with the College Nurse

2.4.6 EAL

2.4.7 Pupils identified as More Able

2.4.8 Pupils awarded Scholarships

2.4.9 Pupils with other safeguarding needs

2.4.10 Pupils who are categorised in the EBSA category

2.5. With regard to all forms of support for Individual Pupil Needs, the College advocates a pupil focused approach of Assess, Plan, Do, Review. The cycle of Assess, Plan, Do, Review always involves the child and their family in the discussion and decision-making process, having the opportunity to express preferences. Within the parameters of what is reasonable and can be resourced, there will be a graduated response to need, which always begins with High Quality Teaching by our staff for inclusive learning.

2.6. It is the responsibility of families to inform the College of previously diagnosed or anticipated SEND/learning needs or medical needs before admission to the College, or as soon as they are aware of them. Further information can be found in the Admissions Policy (*P10*), Admissions Assessment Procedures, and SEND Admissions Policy.

The College is able to support pupils with mild and mildly moderate needs from nursery to Year 13. We are not typically able to support pupils with moderate or severe SEND or behavioural needs due to the nature of our provision. The College SENDCO and admissions panel will advise parents or guardians with pupils whose needs fall outside the College's ability to support and will provide some alternative suggestions.

Parents are responsible for informing the College if their children are EAL and of their level of English. The College is able to support pupils at the beginner stage of English in the Junior School using a sheltered immersion programme as they work towards fluency in English. In the Senior School, EAL pupils will be required to have competence at BAND B1 (IELTS 4.5) and will follow a fully immersive programme.

2.7. Subsequent to admission, the College seeks to ensure appropriate identification and assessment of developing pupil need. All initial SEND and learning difficulty assessments result in the creation of a Learning Support Profile, summarising relevant details of need, and initial Priority Strategies for staff. This is made available to all relevant staff through the College information management system. The SEND Register is updated regularly, and families are informed if their child is on the SEND Register. An Individual Healthcare Plan will be generated for pupils with medical conditions.

2.8. With regard to SEND, the intention of the College is to work with pupils to promote successful integration and inclusion into the mainstream curriculum. Normal practice is for the College SEND staff to support pupils and families to generate Priority Strategies arising from their Learning Support Profiles that focus on approaches the pupil and teachers can implement in and between lessons to promote successful learning. These Priority Strategies are reviewed regularly by SEND staff, and can be supplemented by an Action Plan if further intervention is appropriate.

2.8.1 In the Junior School, Learning Support Profiles, Individual Healthcare Plans, and Action Plans may require pupils attending learning support sessions and potentially receiving support from a Learning Support Assistant during lessons.

- 2.8.2 It is not the College's usual practice to provide 1-1 support particularly during timetabled lessons. In some circumstances, short blocks of interventions may be offered to ensure that every child has access to the taught curriculum.
- 2.8.3 Where the College feels it appropriate, parents can be requested to seek further advice and guidance from external specialists or other educational/medical professionals. This could include the request of an Educational Health Care assessment. Where parents choose not to act upon the College's advice, the College will continue to support the pupil through Quality First Teaching.
- 2.9. The relevant member(s) of the SEND team will review the effectiveness of the Learning Support Profile at least once per year. Individual Healthcare Plans are reviewed annually by the College Nurse. Action Plans are reviewed half-termly by the member of staff responsible for the creation of the Plan.
- 2.10. In the Senior School, the SENDCo and Senior School Learning Support Co-ordinator, in partnership with the Examinations Officer, are responsible for managing and reviewing examination access arrangements during a pupil's time at the College. In the Junior School, the SENDCo and Junior School Learning Support Co-ordinator are responsible for managing access arrangements.
- 2.11. Although the College is not a S41 School under the Children's and Families Act 2014, the College is proactive in its support for applications for Education and Health Care Plans (EHCPs), and our College SENDCo, in partnership with relevant pastoral and academic staff, works closely with families where an EHCP might be warranted for a pupil. The College SENDCo will lead on any EHCP application. Where a pupil with an EHCP plan is currently at the College, the College SENDCo ensures that annual Team around the Child (TAC) meetings take place for all relevant internal and external stakeholders, which would include the pupil and/or their clear input into the process. The College SENDCo is responsible for the EHCP consultation document and Annual Reviews.
- 2.12. Where the Local Authority, or other professional agency working closely with the pupil, requests information from the College about a pupil with an EHCP, the College will ensure that this information is shared, in line with our duties under GDPR and our safeguarding policies. Where the Local Authority or other professional agencies do not request such information from the College prior to a pupil's annual review through a TAC meeting, the College SENDCo will proactively contact such bodies to investigate which information might be of use in order to be best prepared for the annual review of an EHCP.
- 2.13. Where a pupil is at the College with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the College will ensure that the annual review from the TAC is provided to the Local Authority responsible for the pupil's EHCP. *Further information can be found in the College's SEND policy.*
- 2.14. 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. Further information is included in the policy document *Supporting Pupils with Medical Conditions*.

3.0 RELATED DOCUMENTS

Special Educational Needs and Disabilities (SEND) Learning Support
English as an Additional Language (EAL) Learning Support
Scholarship Policy
Supporting Pupils with Medical Conditions

Individual Pupil Need			
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