

# Special Educational Needs and Disabilities (SEND) Learning Support

---

## INTRODUCTION

St Dunstan's College ('the College') is committed to providing equal opportunities to all pupils including those with special educational needs and disabilities ('SEND'). The aim of this policy is to ensure that we provide equal and fair opportunities to all pupils by:

- Using our best endeavours to ensure that all pupils (including those with medical conditions as informed by parents, supported by necessary documents from health professionals) get the support needed within the College's resources.
- ensuring that pupils with SEND engage in the activities of the school with their peers
- ensuring parents are consulted and informed when special educational provision is made for their child and the impact of the provision.

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 (2023)

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

Although the College is not bound by the SEND Code of Practice, the guidelines set out in the SEND Code of Practice 2014 as updated in 2015 and 2021 provide the definition for SEND. 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:

Reviewed: Lent 2024

Next review: Lent 2025

## ISI 3b – SEND, EAL, more able pupils

- 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 SEND or learning difficulties.
- To ensure all pupils are included within relevant opportunities, regardless of SEND or learning difficulties.
- To work with teaching staff to ensure that there is a positive approach to the teaching and learning of SEND pupils alongside their peers.
- To maintain links with parents of pupils with SEND or learning difficulties regarding their progress and inclusion within the life of the College.
- To maintain contact with external agencies so that the optimum support can be achieved for every pupil.

We expect all pupils to be successful by becoming confident and effective learners. With support and encouragement, we believe all pupils can take responsibility for their own learning. It is our firm belief that pupils with SEND should participate in the full life of the College. It is our aim to create culture of inclusion that enables the diverse needs, identities, and interests of all learners and community members to be acknowledged and actively celebrated, with appropriate challenge and support. four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical.

SEND Provision at the College is based on the following practices:

- Inclusive practice
- Identifying and removing barriers to learning and participation
- High quality teaching for all pupils
- Early identification of needs using the 3 Waves of Intervention using: evidence-based outcomes, focused interventions, and regular cycles of review
- Consultation with parents and pupils throughout the process
- Maintaining high expectations for all pupils

The College is set up to support pupils with mild to mildly moderate needs. The SEND department can provide some interventions in the Junior School to enable a pupil to follow the curriculum. These interventions are based on research and provides support in accordance with the pupil's specific needs but are not specialist interventions.

Reviewed: Lent 2024

Next review: Lent 2025

Interventions in the Senior School are centred around the pupils' need to be fully participating in all lessons and provide a short block of 8 weeks of intensive support.

## **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 SEND or learning difficulties (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)
- The College SEND provision is overseen by the College SENDCo (Ms V Permanand), who is line managed by a member of DET. In the Junior School (EYFS – Year 2), SEND provision is supported by the Pre Prep Learning Support Coordinator .Prep (Years 3-6) SEND provision is supported by the Prep Learning Support Coordinator. In the Senior School (Years 7-13), SEND provision is supported by the Senior School Learning Support Coordinator . The Learning Support Coordinators are line managed by the College SENDCo. The SEND team collaborate and work together, meeting regularly to discuss whole-College policy and practice. The College SENDCo has 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, including SEND Provision in EYFS;
  - coordinating specific provision for children with SEND, including those who have EHC plans (EHCPs);

Reviewed: Lent 2024

Next review: Lent 2025

## ISI 3b – SEND, EAL, more able pupils

- Overseeing the referral and assessment of pupils who demonstrate difficulties both in and out the mainstream class.
- 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 SEND or learning difficulty 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 ensure equality and equal opportunity in the Admissions processes, and to ensure handovers of SEND information with regards to new pupils;
- managing a team of Learning Support Assistants (Junior School) and Literacy Specialist

### Parents’ Responsibilities

- Inform the College at admissions of any needs that your child has, whether diagnosed or suspected.
- Inform the College of any emerging needs whilst the pupil is at the College.
- Help the SEND team to understand your child or young person’s physical, social, developmental, and family history
- Participate in developing Learning Support profiles and action plans and implement them at home
- Provide insight into your child’s ambitions and future learning plans

Arrange required assessments and external support services as advised by the SEND team

## 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 the Pre-Prep Learning Support Coordinator. 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. The College SENDCo sits in an advisory capacity for any pupil in EYFS who has SEND needs and will meet with the Pre-Prep Learning Support Coordinator to ensure that the correct procedures for early identification are followed.

## SUPPORT FOR TEACHERS

Reviewed: Lent 2024

Next review: Lent 2025

Teachers are supported in their teaching of pupils with SEND or learning difficulties in the following ways:

- Staff INSET (at regular intervals, as part of the cycle of compulsory training);
- Information contained on the SEND Register, and individual Learning Support Profiles, accessible via the College's management information system (iSAMS) and in the Staff Shared Area;
- Advice given within departmental meetings, including directly by the Learning Support Coordinators or College SENDCo where appropriate;
- Feedback from any in-class observation of pupils with SEND or learning difficulties, 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**

### Multi-Tier Support System (MTSS)

The College provides a multi-tier support system (MTSS) that delivers universal support for temporary or individual barriers to learning. SEND provision is available for students with learning challenges that are diagnosed or show little to no progression using High Quality Teaching Strategies. Drawing on multiple approaches, periodic review, and specialist expertise, our SEND provision aims to match interventions to individual student needs through ongoing cycles of assessing, planning, doing and reviewing.

The types and nature of SEND support varies, with multiple service models and is divided into three Waves.

Waves of support (provision) are determined by students' individual learning needs which are not predetermined by students' medical or psychological diagnosis, although this provides valuable information in devising support for pupils. Support is also based on criteria such as educational progress, behaviour, academic aptitude, and skills.

Waves and provision is reviewed at least annually, and they may change based on student needs. Emergent or changing concerns, including a lack of pupil progress, can trigger a review at any time.

Waves of support and which wave a pupil is placed is documented on ISAMs and the College's SEND register.

A diagram of the College's SEND provision and further details of the support waves can be found at the end of this document.

The SEND team works in partnership with teachers and other staff to ensure access to the curriculum and co-curriculum is accessible to all pupils.

Reviewed: Lent 2024

Next review: Lent 2025

Team around the child meetings (TAC) are held regularly and chaired by the College SENDCO to discuss issues and collaboratively provide solutions and share good practice associated with learning support.

The College strives to ensure that pupils' individual learning needs are fully integrated within mainstream classrooms. Integrated support may include

- on-demand assistance
- individual or group “push-in” support (including team-teaching)
- Individual or group, regular or on-demand “pull out” sessions (Junior School and very exceptional in Senior School)

Services for some students may include time-tabled courses taught by SEND specialists.

### **Reasonable Adjustments:**

The College will make every effort to provide reasonable adjustments to ensure that no pupil is working at a substantial disadvantage in accordance with the Equality Act 2010. The College works with visiting specialists to provide external advice on pupils' needs but is under no obligation to implement all recommendations provided by external experts. External reports are referred to for best practice and the most appropriate recommendations are implemented. However the College also needs to ensure that the effective teaching and learning of all pupils is not compromised and must take this into account when looking at Reasonable Adjustments.

**The College does not offer a modified curriculum and it is the expectation that all pupils will follow the broad and balanced curriculum on offer.**

### **Assistive technologies**

Assistive technologies may be deployed include hardware, software, or other equipment that helps students work around their challenges. Some examples of assistive technology include the dictate and read aloud functions on Microsoft Word, reading pens and other ergonomic devices. The aim of this is to promote pupil independence and for pupil's to self advocate for their learning.

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, in order to apply the correct Wave of support.

### **Identification of pupils with SEND (Stage 1 – “Assess”)**

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

- The SEND department's referral form submitted by teachers outlining main concerns and strategies used
- Parental concerns raised
- Through discussion with the teachers, pupil and parents.

Reviewed: Lent 2024

Next review: Lent 2025

- 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 functional language screeners and diagnostic screeners in the Junior School;
- 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;

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 Learning Support Coordinators or College 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 Learning Support Coordinators or College SENDCo. Where further investigation is required, the relevant member of the SEND team 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 Form Tutor (Senior School), who will seek relevant advice, where necessary, and follow the actions outlined above. Parents or pupils are welcome and encouraged to liaise directly with the Learning Support Coordinators or the College SENDCo regarding any SEND matter, who will seek information from the Form Teacher (Junior School) or Form Tutor (Senior School), alongside other members of staff.

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

The relevant member(s) of the SEND team will generate a Learning Support Profile (LSP) when:

- a pupil joins the College with an identified SEND (including those with an EHC Plan)

Reviewed: Lent 2024

Next review: Lent 2025



## ISI 3b – SEND, EAL, more able pupils

- a pupil who is currently attending the College receives a diagnosis from an external agency
- a pupil who is currently attending the College and has a learning difficulty which does not improve through High Quality Teaching and Differentiation.

Where appropriate, the LSP will contain information gathered from the pupil, parents, and relevant staff, as well as any relevant information gathered from Stage 1. The LSP will outline the priority strategies that have been recommended to support the pupil's suspected or identified SEND. Every LSP includes a section for Pupil Voice. A blank LSP can be found at the end of this document.

LSPs are written as a collaborative document. The College is equipped to support pupils with mild to mildly moderate needs within the mainstream class using priority strategies. LSPs provide necessary information for teachers to provide the efficient teaching and learning of all pupils in their classes. The College recognises and adheres to the Equality Act 2010 and will consider reasonable adjustments where the pupil will be placed at a “substantial disadvantage” in comparison to their peers.

The relevant members of the SEND team will arrange a meeting to discuss the proposed LSP with the parents and pupil, in order to agree on a final document. Following this, the pupil will be added to the College's SEND Register. In instances where specific outcomes need to be met, a pupil may be placed on an Action Plan.

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

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

The relevant member(s) of the SEND team 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 Learning Support Coordinator or College SENDCo. Junior School pupils may also be required to attend learning support sessions outside of the classroom where deemed appropriate after consultation with parents.

Reviewed: Lent 2024

Next review: Lent 2025

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 relevant member(s) of the SEND team will review the effectiveness of the Learning Support Profile at least once per year. 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 SEND or difficulty.

The Learning Support Coordinators or College SENDCo will contact parents to discuss the outcome of reviews where necessary.

Where the pupil has not made expected progress despite SEND support being put in place, the College SENDCo will meet with parents to discuss next steps. This may involve:

Reviewed: Lent 2024

Next review: Lent 2025

- Further external evaluations. Reports from external agencies provide information which the College will use when deciding on reasonable adjustments, but do not dictate which reasonable adjustments can/may be applied by the College.
- Proposing interventions to take place during the school day, for a short intervention block.
- Applying for an EHC Plan where appropriate. The College will support parents through this process and will advise on best practice throughout. Each Local Authority has their own processes and the College SENDCo will guide parents through the required process.

### **Education and Health Care Plans (EHCPs)**

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.

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.

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. This will include the annual account of the pupil’s income and expenditure, where the pupil’s EHCP includes public funds, except for those for whom early years grant is paid. The College provides this information to the Local Authority proactively each year regardless of whether the Local Authority has formally requested this information.

### **MEDICAL CONDITIONS (please refer to Supporting Pupils with 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.

Reviewed: Lent 2024

Next review: Lent 2025

Parents are encouraged to provide relevant documentation for medical conditions particularly those where medication is required. These include but are not limited to:

- Epilepsy and seizures
- Anxiety
- ADHD
- Allergies

Further information is included in the policy document *Supporting Pupils with Medical Conditions*.

## **EXAM ACCESS ARRANGEMENTS**

Pupils with an identified SEND or learning difficulties may be eligible to apply for access arrangements to complete assessments. Parents should speak with the relevant Learning Support Coordinator or College SENDCo with regard to any application for access arrangements as soon as reasonably possible. Access Arrangements strictly adhere to JCQ guidelines and must reflect the pupil's normal way of working in class.

In the Junior School, access arrangements will be decided in consultation with the College SENDCo and parents. When there is an exceptional circumstance, recommendations from psychologists' reports will be taken into account. Psychologists' reports only provide guidance at this stage and do not dictate the provision of arrangements.

For internal examinations in the College, access arrangements are made by the Learning Support Coordinators, working with the College 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 Learning Support Coordinator and College SENDCo work closely with the Examinations Officer and parents 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.

Reviewed: Lent 2024

Next review: Lent 2025

## **Medical Provision during Public Examinations**

The following refers to students with an Individual HealthCare Plan (IHCP) e.g. for diabetes, epilepsy, anaphylaxis and other specific illnesses as well as for unforeseen medical incidents that may occur in an examination. In an emergency the IHCP will be available from the **College Office** or Wellness Centre giving emergency instructions to be followed.

### **DIABETES**

#### **Managing Blood Sugar levels during exams**

In cases where the student **independently** tests his/her blood sugar level, he/she is responsible for providing the reading as well as the blood glucose device to the invigilator who will confirm the reading and record it on the log.

If a student has the above condition and **does not** independently test his/her blood sugar level, the College Nurse or a First Aider will test the student's blood sugar level and provide the reading to the invigilator before the start of an exam.

Normal reading should be between 4 and 7mmol/L. If below, the student will need a rest break which includes eating a snack before commencing the exam. If reading too high, please contact the College Nurse who can advise on next steps.

#### **What do you do in a hypoglycaemic diabetic emergency?**

Help them sit down. If they have their own glucose gel, help them take it. If not, you need to give them something sugary like fruit juice, a fizzy drink, three teaspoons of sugar, or sugary sweets. If they improve quickly, give them more sugary food or drink and let them rest.

### **EPILEPSY**

Some seizures cause the body to jerk and shake (a "fit"), while others cause problems like loss of awareness or unusual sensations. They typically pass in a few seconds or minutes.

#### **First Aid for Epilepsy**

- Keep other people out of the way.
- Clear hard or sharp objects away from the person.
- Don't try to hold him/her down or stop the movements.
- Place him/her on his/her side, to help keep his/her airway clear.
- Look at your watch at the start of the seizure, to time its length.
- Don't put anything in his/her mouth.
- 

### **ASTHMA**

#### **Signs of an asthma attack**

- Cough, wheezing or tight chest.
- Breathing problems that include having shortness of breath, feeling out of breath, gasping for air, having trouble breathing out, or breathing faster than normal. ...

#### **First Aid for Asthma Attacks**

- Sit student upright
- Use inhaler or emergency inhaler (in College Office cupboard)

Reviewed: Lent 2024

Next review: Lent 2025

## ISI 3b – SEND, EAL, more able pupils

- Ask student to take long, deep breaths. This helps to slow down their breathing and prevent hyperventilation.
- Try to keep them calm.
- Offer constant reassurance
- If symptoms do not improve **call 999**
- 

### **ANAPHYLAXIS**

Anaphylaxis causes the immune system to release a flood of chemicals that can cause shock - blood pressure drops suddenly and airways narrow, blocking breathing. Signs and symptoms include a rapid, weak pulse; a skin rash; and nausea and vomiting.

#### **First Aid for Anaphylaxis**

- Call 999
- Use an epinephrine autoinjector (pen), if available, by pressing it into the person's thigh.
- Make sure the person is lying down and elevate his or her legs.
- Check the person's pulse and breathing and, if necessary, administer CPR or other first-aid measures.

### **ANXIETY OR PANIC ATTACKS**

- Remove student from the area to safe space outside the Great Hall.
- Sit student down
- Back against the wall (sitting on the floor/on a chair)
- Direct student to breathe in/out– counting down from ten.
- Constant reassurance
- Contact College Nurse if concerns remain or if situation deteriorates
- Follow EAA protocol for re-entering the exam hall

### **FAINTING (no other incidents)**

- Contact College Nurse/First Aider **AND** ensure safety of the student
- Whilst on the floor, elevate legs (to encourage blood flow) and encourage alertness via loud clap with hands/shake of shoulders/call their name (if not already alert)
- Allow the student to remain in this position for 5-10 minutes, if necessary (student may request to move)
- If student is removed from the exam area, allow the student to sit/lay down, provide water and offer sweet biscuit (check allergies) and reassure.
- Follow EAA protocol for re-entering the exam hall

### **FAINTING (possible head injury)**

Follow instructions as above AND contact College Nurse, **if in doubt call 999.**

### **ADMINISTRATION OF MEDICATION**

Reviewed: Lent 2024

Next review: Lent 2025

When the timing for medication falls at a time when the student is in an exam, a “supervised rest break” will be allowed for the student to administer their prescription. The time taken for their medical break will then be added on to the end of the exam. This access arrangement will be in place for both internal school examinations, and public examinations.

### **STORAGE OF MEDICATION**

All medication that is being taken on a regular basis will be transferred from the Wellness Centre to the College Office for immediate access when required. Students that self-medicate without supervision will have permission during allocated break time to take prescribed medication.

### **IN AN EMERGENCY...**

Should a situation arise during the exams where medical attention is required, please contact the Wellness Centre.

**Where you feel an ambulance needs to be contacted do not wait for the College Nurse or CLT, proceed immediately.**

### **CONTACT NUMBERS**

**College Office:** 0208 516 7200

**College Nurse:** 0208 516 7327

**Mobile Radio:** Channel 4(contact Nurse/medical first aider)

### **RECORD KEEPING**

Paper copies of original reports and documentation are kept securely by the Learning Support Coordinators in the Junior and Senior School and College SENDCo. Learning Support Profiles are made available to teaching staff via the College’s management information system (iSAMS) and shared area. 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 relevant member(s) of the SEND team.

### **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

Reviewed: Lent 2024

Next review: Lent 2025

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.

### **Behaviour management and disciplinary consequences**

All pupils including those with SEND, are expected to adhere to the same standards of good behaviour. However, when SEND pupils breach school policies, the College leaders will consider the context of the offence, including possible relationships between the pupil's behaviour and their special education need(s), available support, and possible future interventions. Disciplinary consequences must take into account the impact of the student's disabilities on their behaviour, and are decided in consultation with the College SENDCo. Students with SEND who are subject to internal or external exclusion will be given due consideration to ensure all reasonable adjustments are followed.

### **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 Form Tutor or Form Teacher or the relevant Learning Support Coordinator or the College SENDCo if their child's progress or behaviour gives cause for concern. The College SENDCo will normally be present at Parents'

Reviewed: Lent 2024

Next review: Lent 2025



### ISI 3b – SEND, EAL, more able pupils

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, Form Tutor or the relevant Learning Support Coordinator in the first instance. If the Form Teacher or Form Tutor, or the relevant Learning Support Coordinator is unable to address concerns, parents should refer their complaint to the College SENDCO prior to consulting 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.

ISI 3b – SEND, EAL, more able pupils

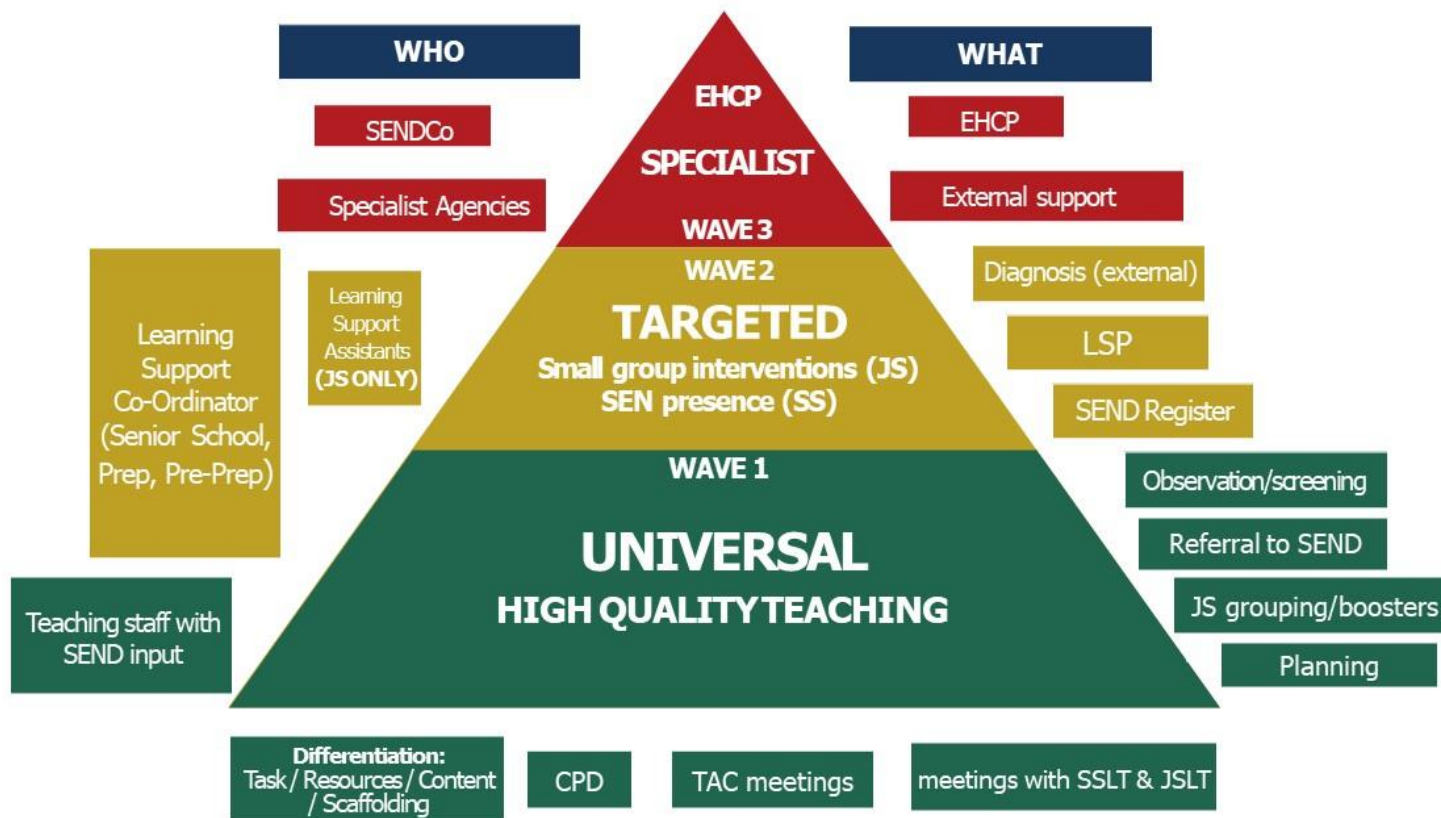
**Appendix 1: SEND Support at St Dunstan's College**

Reviewed: Lent 2024  
Next review: Lent 2025

## SEND AND LEARNING SUPPORT PROVISION



# WHOLE COLLEGE



Reviewed: Lent 2024  
Next review: Lent 2025

ISI 3b – SEND, EAL, more able pupils

Reviewed: Lent 2024  
Next review: Lent 2025

Appendix 2: Waves of Support

WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> <li>• All pupils, where appropriate</li> <li>• High Quality Teaching</li> <li>• Classroom based</li> </ul>	<ul style="list-style-type: none"> <li>• Catch up support</li> <li>• Small group interventions</li> <li>• Short (8 week) blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of support</li> <li>• Ed Psych or other external support</li> </ul>
<p>If High Quality Teaching and informal strategies are successful, pupil remains here and on the SEND register for the academic year with a view to remove at the end of year depending on end of year assessments.</p>	<p>If High Quality Teaching is not quite sufficient, pupil enters Wave 2. All pupils at Wave 2 receives an LSP with priority strategies. Pupil remains on the SEND register and will receive Access Arrangements and support through Priority Strategies and/or small group interventions – in house testing may provide context for support. If pupil makes progress, LSP is updated and pupil may remain at Wave 2 or go to Wave 1 (with an LSP)</p> <p>Pupil may also stay at Wave 2 with an external report where the external report shows a mild/mild-to-moderate need.</p>	<p>Where support at Wave 2 demonstrates little progress but insufficient progress, external input may be required. Pupil moves to wave 3 where there is external support outside of school such as counselling, and other in- depth therapies and supports.</p> <p>High need/EHC plan – where there have been an academic year of little to no progress, there might be a need to explore the possibilities of an EHCP application as well as High Needs support. Once an EHCP is approved, the relevant borough will consult with the college as to the appropriateness of placement.</p>

Reviewed: Lent 2024  
 Next review: Lent 2025



Appendix 3: Blank Learning Support Profile

Name:		Date of Birth:		Tutor/Form group:		
Identified SEND:				SEND Wave:		
Recommended Exam Access Arrangements:			Medical needs:			
Most recent specialist report:			Date:		Age when seen:	
Learning Strengths:		CHALLENGES:		Associated Characteristics/Behaviours:		
Pupil Voice						
What helps me in school						
PRIORITY STRATEGIES:						
Instruction and lesson delivery			Preferential location			
Alternative methods of pupil presentation			Timing and scheduling			
Interventions received						
Intervention / start date	No of sessions:	Attendance	Target	Entry	Exit	Next steps
On Report / Behaviour Contract			Yes / No	Dates (if applicable)		
Below is a summary of support received in the past academic year.						
Learning Support Lead			Class/Form Tutor			
Head of Year/ JS Section Head			College SENDCo		VG Permanand	
Date:						
Observations and Comments: <i>(please include your name and the date)</i>						

Reviewed: Lent 2024  
 Next review: Lent 2025

ISI 3b – SEND, EAL, more able pupils

Reviewed: Lent 2024  
Next review: Lent 2025