St Dunstan's College

Junior School



Individual Pupil Need

Policy Owner: Junior School Deputy Head Academic

ISSR Reference: 3b SEND, EAL, more able pupils

Reviewed: Lent 2026

Approved: Education Committee – Lent 2026

Next Review: Lent 2027

Version Control Information

Reason for Amendment	**Role**	**Date**	**Main Changes**
Annual review	Junior School Deputy Head Academic	Lent 2025	New template Converted to a Junior School only policy No material amendments necessary
Annual review	Head of Junior School	Lent 2026	Incorporation of previously separate related documents into the main policy document

Contents

1. Aims 2

2. Legislation 2

3. Roles and responsibilities 2

4. Principles 4

5. Assessment of Individual Pupil Needs 5

6. Pupils with an Education, Health and Care Plan (EHCP) 6

7. Admissions 6

8. Monitoring 7

9. Links with other documents 7

Appendix 1 - Special Educational Needs and Disabilities (SEND) Learning Support 8

Appendix 2 - English as an Additional Language (EAL) Learning Support 26

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1. Aims

This policy is applicable to staff, pupils and parents/carers of St Dunstan's College Junior School ('the school) and aims to ensure all parties are clear on Individual Pupil Need and how it is managed and overseen in the school.

2. Legislation

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI), and informed by the following legislation:

- Education Act 1996
- SEND Code of Practice (2015)
- Equality Act (2010)
- Duty to Prevent (2015).
- Children and Families Act (2014)

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for the curriculum but will delegate day-to-day responsibility to the CEO of St Dunstan's Education Group, who in turn delegates the responsibility to the Head of the Junior School.

The governing body has a duty to:

- Review this policy annually
- Ensure the school follows the framework set out in this policy.

3.2 The Head of Junior School

The Head of the Junior School and Junior School Deputy Head Academic for the Junior School are responsible for this policy is implemented. This includes:

- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

3.3 The Deputy Head Academic (Junior School)

The Deputy Head Academic (Junior School) oversees Individual Pupil Need, including:

- The Special Educational Needs and Disabilities Coordinator (SENDCo),
- The College Nurse,
- Junior School Management Team

The Deputy Head Academic (Junior School) oversees the provision of Individual Pupil Need, through the SENDCo who provides support and advice on relevant inclusion strategies for Individual Pupil Need.

3.3.1. The Special Educational Needs and Disabilities Coordinator (SENDCo)

The Special Educational Needs and Disabilities Coordinator (SENDCo), who advise on strategies to ensure inclusion and progress in the curriculum for pupils with specific learning needs or disabilities (SEND).

3.3.2 The College Nurse

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

3.3.3 Junior School Management Team

The Junior School Management Team advise on specific strategies and interventions to support the inclusion and progress of Junior School pupils with pastoral needs.

3.4 Staff

Staff are responsible for understanding this policy and their role. It is the responsibility of all teachers 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 by the following:

3.4.1 The Heads of Subject and Subject Coordinators

The Head of Subject and Subject Coordinators are responsible for subject-based Schemes of Learning 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.

3.4.2 The Form Teacher and Head of Section

The Form Teacher and Head of Section provide support to pupils and review general progress on a regular basis.

3.4.3 The Deputy Head Academic (Junior School)

The Deputy Head Academic (Junior School) oversees Individual Pupil Needs, through working with the Individual Pupil Needs (IPN) team including:

3.4.4 Teaching staff and members of the IPN team

Teaching staff and members of the IPN team collaborate across school contexts. Teachers approach members of the IPN team for support and guidance to enhance inclusion and progress. Similarly, the IPN team supports teachers through a variety of methods, for example by attending Section 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.

The IPN team actively support relevant teaching staff to enhance the quality of inclusion or enrichment in their classrooms.

3.5 Pupils and parents/carers

Pupils and parents/carers are responsible for engaging with individual pupil need.

4. Principles

St Dunstan's College aims to help all pupils thrive and fulfil their potential. The College's Special Educational Needs and Disabilities (SEND) Policy sets out the College's approach to SEND in general. The College's Individual Pupil Needs provision deals particularly with problems of curriculum access associated with learning difficulties or other disabilities. The College's Individual Pupil Needs provision is part of a wider commitment to ensuring all pupils are supported at the College to have access to the mainstream curriculum in all its forms. 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 their obligations under the Equality Act (2010), Children and Families Act (2014), and the 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. This policy and its related documents should be viewed alongside our Equal Opportunities Policy (P13), Admissions Policy (P10), and their related documents.

5. Assessment of Individual Pupil Needs

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

- Communication and interaction (including ASD, speech and language difficulty)
- Cognition and learning (including dyslexia, dyspraxia, dyscalculia)
- Social, emotional and mental health (including ADD, ADHD)
- Sensory and/or physical needs (including visual impairments, hearing impairments)

The school recognises its obligations under the Equality Act 2010 and will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments to policies, criteria and practices and by providing auxiliary aids and services. Further information on the school's Policy, including how parents/carers can make requests for reasonable adjustments, can be found in the school's Special Educational Needs and Disabilities (SEND) Policy.

The school also recognises that the following pupils may require individual support;

- Pupils with Medical conditions
- Pupils for whom English is an additional language (EAL)
- Pupils identified as More Able
- Pupils awarded Scholarships
- Pupils for whom there are safeguarding concerns
- Pupils who are categorised in the Emotionally Based School Avoidance (EBSA) category

With all forms of support, the school 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.

The intention of the school is to work with pupils with SEND to promote successful integration and inclusion into the mainstream curriculum. The school will 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.

Priority Strategies are reviewed regularly and can be supplemented by an Action Plan if further intervention is appropriate.

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. It is not the school's usual practice to provide 1:1 support particularly during timetabled lessons. In some circumstances, short blocks of 1:1 support may be offered as a temporary measure.

Where the school feels it is appropriate, parents can be requested to seek further advice and guidance from external specialists or other educational/medical professionals. This could include the

school supporting the parents to request an Educational Health Care Needs assessment. Where parents choose not to act upon the school's advice, the school will continue to support the pupil through Quality First Teaching. 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.

The SENDCo along with the Junior School Deputy Head Academic are responsible for managing and reviewing examination access arrangements during a pupil's time at the school.

6. Pupils with an Education, Health and Care Plan (EHCP)

Although the school is not a S41 School under the Children's and Families Act 2014, the school is proactive in its support for applications for Education and Health Care Plans (EHCPs), and our SENDCo, in partnership with relevant pastoral and academic staff, work closely with families where an EHCP might be warranted for a pupil. The SENDCo will lead on any EHCP application. Where a pupil with an EHCP plan is currently at the school, the SENDCo ensure 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 SENDCo are responsible for the EHCP consultation document and Annual Reviews.

Where the Local Authority, or other professional agency working closely with the pupil, requests information from the school about a pupil with an EHCP, the school 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 school prior to a pupil's annual review through a TAC meeting, the 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 school with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the school 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 pupil's SEND policy.

7. Admissions

It is the responsibility of families to inform the school of previously diagnosed or anticipated SEND/learning needs or medical needs before admission to the school, 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 school is able to support pupils with mild and mildly moderate needs from Nursery to Year 6. We are not typically able to support pupils with moderate or severe SEND or behavioural needs due to the nature of our provision. The school does not offer a modified curriculum and it is the expectation that all pupils will follow the broad and balanced curriculum on offer. In the event that the school is unable to meet a prospective pupil's needs, the SENDCO and admissions panel will provide parents or guardians with advice on alternative settings.

Parents/carers are responsible for informing the school if their children are EAL and of their level of English.

When notified of a SEND/learning need or medical need prior to admission, the school will 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 school 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.

It is the responsibility of parents/carers to provide the school with details of any medical conditions that affect their child, and to keep the school 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.

8. Monitoring

This policy will be reviewed by the Junior School Deputy Head Academic annually. At every review, the policy will be approved by the Education Committee.

9. Links with other documents

This Individual Pupil Need Policy links to the following documents:

- Appendix 1 - Special Educational Needs and Disabilities (SEND) Learning Support
- Appendix 2 - English as an Additional Language (EAL) Learning Support

Appendix 1 - Special Educational Needs and Disabilities (SEND) Learning Support

Roles and responsibilities

St Dunstan's Education Group

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The governing body has a duty to:

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- Ensuring all staff in the school follow what is articulated within this framework
- Staff receive sufficient training on how to implement the principles outlined in the policy

The Deputy Head Academic (Junior School)

The Deputy Head Academic (Junior School) oversees Special Education Needs and Disabilities (SEND) Learning Support, through working with the Individual Pupil Needs (IPN) team including:

- The Special Educational Needs and Disabilities Coordinator (SENDCo),
- The College Nurse,
- Junior School Section Heads

The Special Educational Needs and Disabilities Coordinator (SENDCo)

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The College Nurse

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Junior School Management Team

Junior School Management Team advise on specific strategies and interventions to support the inclusion and progress of Junior School pupils with pastoral needs.

Staff

Staff are responsible for understanding this policy and their role. It is the responsibility of all teachers 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 by the following:

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The Form Teacher and Head of Section

The Form Teacher and Head of Section provide support to pupils and review general progress on a regular basis.

Teaching staff and members of the IPN team

Teaching staff and members of the IPN team collaborate across school contexts. Teachers approach members of the IPN team for support and guidance to enhance inclusion and progress. Similarly, the IPN team supports teachers through a variety of methods, for example by attending Section 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.

The IPN team actively support relevant teaching staff to enhance the quality of inclusion or enrichment in their classrooms.

Pupils and parents/carers

Pupils and parents/carers are responsible for engaging with individual pupil need.

Special Educational Needs and Disability Definitions

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, 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;
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having difficulty learning 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 but understandably, there is overlap.

Accessibility

In line with its duty under the Equality Act 2010 the school's three-year Accessibility Plan sets out how the school will;

- Increase the extent to which disabled pupils can participate in the school's curriculum;
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school recognises difficulties may be experienced from time to time by disabled pupils moving around the school site buildings. Accessibility will always be considered when planning new buildings.

Parents/carers must inform the school with regards to any information about a child's medical needs and/or disabilities and update the school if there are any developments or changes to this. The school is committed to ensuring all reasonable adjustments are considered and put in place for relevant pupils in need of accessibility considerations.

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 Junior School SENDCo. 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.

Policy Aims and Objectives

The aims of this policy are to support pupils with SEND towards full inclusion and enrichment at St Dunstan's school 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 school'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/carers of pupils with SEND or learning difficulties regarding their progress and inclusion within the life of the school.
- 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 school. 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:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

SEND Provision at the school 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/carers and pupils throughout the process
- Maintaining high expectations for all pupils

The school 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.

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 school's SEND provision and keeping the governing body fully informed of the implementation of the school's policy in practice.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise) and are expected to follow the school'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 school SEND provision is overseen by the SENDCo. In the Junior School (Nursery - Years 6), SEND provision is supported by the Learning Support Team. The Learning Support team collaborate and work together, meeting regularly to discuss whole-school policy and practice. The SENDCo has responsibilities which include:
    - Determining the strategic development of the SEND policy and provision in the school, together with Junior 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 (EHCPs);
    - 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 school'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'/carers' insights are considered in the planning of action taken by the school to support their child's identified or suspected SEND;
    - Liaising with external professionals and agencies, as appropriate;
    - Ensuring that the school 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 pupil;
    - Managing a team of Learning Support Assistants

Parents/Carers Responsibilities

To ensure that parents/carers and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the pupils. Parents/carers must:

- Provide the SENDCo with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. (Parents/carers agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.)
- Inform the school at admissions of any needs that your child has, whether diagnosed or suspected.
- Inform the school of any emerging needs whilst the pupil is at the school.
- 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

Support for the Teachers

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 school's management information system (iSAMS);
- Advice given within section meetings, including directly by SENDCos 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

The school regularly reviews pupil progress to help monitor whether children are making the expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).

However, where the school reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the school will do all that is reasonable to report and consult with parents/carers and the pupil (as appropriate) to help determine the action required including whether any additional support is needed.

The school may request parents/carers to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents/carers. Where parents/carers wish to request a formal assessment from outside of school, they must ensure the school is given copies of all advice and reports received.

Multi-Tier Support System (MTSS)

The school provides a multi-tier support system (MTSS) that delivers universal support for temporary or individual barriers to learning. SEND provision is available for pupils 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 pupil 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 pupils' individual learning needs which are not predetermined by pupils' 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 are reviewed at least annually, and they may change based on pupil 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 school's SEND register.

A diagram of the school'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.

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

The school 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
- Services for some pupils may include time-tabled courses taught by SEND specialists.

Whilst the school is not bound by the SEND Code of Practice (2015), the school'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 school 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/carers.
- 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 school via –Pupil Progress Review Meetings – or otherwise;
- By reviewing admission and baseline assessments for potential indicators of SEND;
- Through any screening undertaken by the school of pupils including functional language screeners and diagnostic screeners
- 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/carers, including prior to admission;

As stated above, the school regularly reviews pupil progress in line with our school Pupil Progress Review Meetings. 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 school reasonably considers that a pupil may have SEND, the school will do all that is reasonable to report and consult with parents/carers 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 SENDCo, alongside their line manager, or relevant Head of Section. 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 SENDCo. Where further investigation is required, the relevant member of the SEND team will take forward the 'Assess, Plan, Do, Review' process. Parents/carers will be informed when this takes place.

When parents/carers 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, who will seek relevant advice, where necessary, and follow the actions outlined above. Parents/carers or pupils are welcome and encouraged to liaise directly with the SENDCo regarding any SEND matter, who will seek information from the Form Teacher, 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 school with an identified SEND (including those with an EHC Plan)
- A pupil who is currently attending the school receives a diagnosis from an external agency
- A pupil who is currently attending the school 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/carers, 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 school 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 school 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/carers and pupil, in order to agree on a final document. Following this, the pupil will be added to the school'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 school 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 a 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 SENDCo. Junior School pupils may also be required to attend learning support sessions outside of the classroom where deemed appropriate after consultation with parents.

The Junior School does not usually provide 1:1 or small group support for pupils with identified or suspected SEND during timetabled lessons, subject to the school'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 school will consult with the parents/carers and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the school. 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 school is named in the EHC Plan. In all other circumstances, charges may be made directly to parents/carers, subject to the school's obligations under the Equality Act 2010. The school 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/carers will be recommended to engage with external agencies and professionals to help further assess the pupil and advise on additional support and strategies. The school is able to recommend external agencies and professionals for parents/carers to explore; the school does not conduct diagnostic assessments. When a parent/carer decides not to follow the school's recommendations to seek external guidance, the school 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 SENDCo will contact parents/carers to discuss the outcome of reviews where necessary.

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

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

Reasonable Adjustments

The school is committed to treating all pupils fairly. In light of the school's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the school does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and
- assistance with guiding.

The school is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the school is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

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

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the school will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;

- the cost of the proposed adjustment;
- the school's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The school will discuss the proposed adjustments with parents/carers and, where appropriate, the pupil, the SENDCo, and (with the parents'/carers' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The school will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents/carers can assist the school in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the school if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the school provides, a disabled pupil is evidently still at a substantial disadvantage, the school may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

How do parents request adjustments?

If the parents/carers feel that there are further particular adjustments the school could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENDCo. Parents/carers are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required

Education and Health Care Plans (EHCPs)

The needs of the majority of pupils with SEN will be met effectively through the school's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, parents/carers and the school 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/carers are asked to consult with the school before exercising this right. The school will always consult with parents/carers before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). The school does not have this right of appeal.

Although the school is not a S41 School under the Children's and Families Act 2014, the school is proactive in its support for applications for Education and Health Care Plans

EHCPs, and our SENDCo, in partnership with relevant pastoral and academic staff, work closely with families where an EHCP might be warranted for a pupil. The SENDCo will lead on any EHCP application.

Where a prospective pupil has an EHC Plan, the school 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 school. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the Local Authority if the Local Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act (2010).

Where a pupil with an EHCP plan is currently at the College, the 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 school about a pupil with an EHCP, the school 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 school prior to a pupil's annual review through a TAC meeting, the 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 school with an EHCP that is wholly or partly funded by a Local Authority, or by another body through public funds, the school 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 school 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 school with details of any medical conditions that affect their child, and to keep the school updated with regards to any developments or changes with any medical condition.

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.*

Further Aspects Relating to SEND Provision

15.1 Admissions

The school does not unlawfully discriminate in any way regarding entry. The school welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the school will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a

pupil at the school, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the school.

The school's Admissions Policy (P10) can be found is available on the school's website. It applies equally to all prospective pupils and details how the school supports those applicants with SEN and/or a disability.

Exam Access Arrangements

Pupils with an identified SEND or learning difficulties may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment.

Parents/carers should speak with the relevant SENDCo with regard to any access arrangements as soon as reasonably possible.

In the Junior School, any exam access arrangements will be determined in consultation with the SENDCo and parents. When there is an exceptional circumstance, recommendations from psychologists' reports will be taken into account. Psychologists' reports are for guidance only and do not dictate the provision of arrangements. For internal examinations in the school, exam access arrangements are made by the SENDCo. The exam 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 school. 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 school. Where access arrangements are not offered or maintained at this stage, the priority of the school will be to support pupils to maximise the effectiveness of strategies to overcome difficulty. The application of exam access arrangements can be applied for again, where evidence suggests such arrangements is necessary.

Medical Provision during Examinations

The following refers to pupils 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.

16. Diabetes - Managing Blood Sugar levels during assessments

In cases where the pupil **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 pupil has the above condition and **does not** independently test his/her blood sugar level, the College Nurse or a First Aider will test the pupil'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 pupil 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.
- Do not 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.
- Do not 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 pupil upright
- Use inhaler or emergency inhaler (in College Office cupboard)
- Ask pupil 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 if Panic Attacks

- Remove pupil from the area to safe space.
- Sit pupil down
- Back against the wall (sitting on the floor/on a chair)
- Direct pupil 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 assessment

Fainting (no other incidents)

- Contact College Nurse/First Aider *AND* ensure safety of the pupil
- 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 pupil to remain in this position for 5-10 minutes, if necessary (pupil may request to move)
- If pupil is removed from the exam area, allow the pupil to sit/lay down, provide water and offer sweet biscuit (check allergies) and reassure.
- Follow EAA protocol for re-entering the assessment

Fainting (possible head injury)

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

Administration of medication

When the timing for medication falls at a time when the pupil is in an exam, a "supervised rest break" will be allowed for the pupil to administer their prescription. The time taken for their medical break will then be added on to the end of the exam.

Storage of medication

All medication that is being taken on a regular basis will be transferred from the Wellness Centre to the Junior School Office for immediate access when required. Pupils 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 DET, proceed immediately.

16.9 Contact Numbers

College Office: 0208 516 7200
Junior School Office: 020 8516 7255
College Nurse: 0208 516 7327
Mobile Radio: Channel 4(contact Nurse/medical first aider)

Record Keeping

The school will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. Paper copies of original reports and documentation are kept securely by the SENDCo.

Learning Support Profiles (LSPs) are made available to teaching staff via the school's management information system (iSAMS). Copies are shared with parents. Pupils (subject to their age and understanding) are encouraged to take ownership of their LSP and to discuss appropriate Priority Strategies.

The LSP contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the Learning Support Profile was drawn up and date for review.

The LSP may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENDCo. The pupil (subject to their age and understanding), together with their parents/carers and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

LSP's 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

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupil are taught through the curriculum the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The school'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 school recognises that pupils with SEND may be

particularly vulnerable to being bullied. The school's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The school also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. 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 school 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 school 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. The school'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 school 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 pupil's disabilities on their behaviour and are decided in consultation with the SENDCo.

Pupils with SEND who are subject to internal or external exclusion will be given due consideration to ensure all reasonable adjustments are followed.

Withdrawal

We reserve the right, following consultation with parents, to request or require the withdraw of a pupil from the school if, in our opinion after making all reasonable adjustments the school is unable to meet the child's needs. In these circumstances the school will support the parents/carers in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent/carer contract.

In accordance with section 5.9 of the Parent/Carer 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/carers are encouraged to discuss with their child's Form Teacher or the relevant SENDCo if their child's progress or behaviour gives cause for concern. The SENDCo will normally be present at Parents' Evenings throughout the year. The school will listen to any concerns expressed by parents/carers about their child's development and any concerns raised by children themselves.

If parents/carers 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 or SENDCO prior to consulting the school's Complaints Procedure (P11) a copy of which is available on the school website.

Appendix 2 - English as an Additional Language (EAL) Learning Support

St Dunstan's College is an academically selective school that takes pride in maintaining high academic standards and ensuring outstanding progress for pupils. The school recognises that language is central to all learning, both curricular and co-curricular, and for the wider development of the pupils. The school makes every effort to integrate pupils' cultural and linguistic heritage throughout their learning. We believe that the continuing development of literacy in the pupils' native language is important for personal growth and self-confidence, social enrichment and successful academic development.

St Dunstan's College supports both bilingual and multilingual learners who have a native language other than English and who need additional support in English in order to pursue their studies effectively. As the school welcomes pupils with a variety of linguistic, ethnic and economic backgrounds, it is vitally important that the EAL Policy is flexible, allowing the school to incorporate different learning needs and needs of pupils.

It is the belief of the school that EAL pupils should have access to the school curriculum and to the full range of co-curricular activities the college provides. We are committed to all pupils being fully integrated into the College and due regard will be paid to individual needs, in consultation with parents, teachers and external agencies.

Definition

EAL stands for English as an Additional Language. This refers to learners whose first language is not English; the learner may already be fluent in several other languages or dialects, which is why the term English as a Second Language is not used. At St Dunstan's College, we have a number of pupils who are both bilingual and multilingual learners; those who need additional support in English are given so through a number of different ways.

We believe that children learn English most effectively by immersion in an English language environment. Full participation in the school curriculum throughout the day immerses our EAL pupils in the English language, and at the same time allows them to learn the important skills required of each of their subjects as they are acquiring English proficiency. Immersion means giving pupils authentic access to the richest learning environment possible whilst still accommodating and supporting their language development needs.

Our criteria for being on the Individual Pupil Need Register

As previously stated, we have a number of pupils who speak either one or several languages outside of school and whilst English may not be their first language, they do not need any support with English.

These pupils are not on our Individual Pupil Need Register as they do not require immediate support with their English language nor support in accessing the curriculum due to language barriers. We do however keep a separate document, called the EAL pupil list, of those pupils and the languages they speak at home and in general. This document is circulated amongst the staff so staff are aware of the linguistic abilities of the pupils and form teachers should be aware of this list.

The pupils whom we have on the Individual Pupil Need Register are those who have not yet achieved an IELTs level 5 and still require support from teachers in the classroom.

These pupils may include pupils who are internationally displaced or joining the College from a different country, but these are exceptional circumstances.

The role of EAL provision within the College

The principal aim of EAL provision is to give all pupils whose first language is not English the linguistic ability and confidence in their academic studies and co-curricular choices whilst they are studying at St Dunstan's College.

- To coordinate strategies and actions that enable full inclusion of all pupils in curricular and co-curricular opportunities at school
- To provide reasonable and appropriate material resources, target support and suitable advice to EAL pupils
- To improve English language skills in order to allow pupils to access the general curriculum
- To coordinate with colleagues, Heads of Subject and Subject Coordinators, Heads of Section, form teachers, parents/guardians and pupils to offer support to any EAL pupil failing to reach their potential due to a language barrier
- To assist departments in supporting EAL pupils in their acquisition of English language skills across the curriculum
- To provide regular assessment and monitoring of the progress of EAL pupils supported by the department through the EAL Learning Support Profile and where applicable any Action Plan
- To encourage the celebration and sharing of the culture of EAL pupils

Support for teachers

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

- Staff INSET (at regular intervals, as part of CPL available, this will be delivered to sections or whole staff CPL)
- Information contained on the Individual Pupil Need Register and individual EAL Profiles, accessible via the school's management information system (iSAMS)
- Advice given within section meetings, often by the school SENDCo, when it is clear there are particular issues relating to a subject
- In-class observation of pupils with EAL and subsequent feedback from the school SENDCo
- Provision of EAL Profiles for pupils who require support; teachers are aware of the Profiles for those they teach and therefore must read them, act on advice and strategies recommended by them, insofar as they are relevant to their subject

College cycle of action

The school's four stages of EAL identification, support and review follow its guidance of 'Assess, Plan, Do, Review'.

Identification of pupils with EAL (Stage 1 - "Assess")

- In regard to identification, it is the responsibility of families to inform the school of any previous support for English learning, or any anticipated learning needs before admission or as soon as they are aware

- All pupils are given a language survey asking about their first language, spoken language at home and how long they have been learning English. This data is used to inform whether further identification of needs is necessary

Support pupils with EAL (Stage 2 - "Plan")

The school SENDCo will generate an EAL Learning Support Profile when:

- A pupil joins the school with an identified EAL need
- A pupil is currently attending the school and has suspected EAL needs which require help within the classroom

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

The school SENDCo will arrange a meeting to discuss the proposed EAL Profile with the parents, or guardian, and pupil in order to agree on a final document. Following this, the pupil will be added to the school 's Individual Pupil Need Register. In instances where specific outcomes need to be met, a pupil may be placed on an Action Plan.

The Individual Pupil Need Registers are available to all relevant staff at the school through the internal Management Information System (iSAMS). The Individual Pupil Need Registers record the pupil's suspected or identified EAL, priority strategies and any other reasonable adjustments.

Supporting pupils with EAL (Stage 3 - "Do")

The school SENDCo will:

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

The objective of the provision is to support full integration into the mainstream curriculum so that pupils are not withdrawn from timetabled classes.

Reviewing the support and progress of pupils with EAL (Stage 4 - "Review")

The school SENDCo will review the effectiveness of the EAL Profile. The outcome of this review will determine one of the following:

- The EAL Profile has supported the pupil in their learning, and the priority strategies remain in place
- The EAL has not been as effective as desired, and alternative strategies will be recommended
- The EAL Profile and its priority strategies have not been successful and it is believed that further guidance would be beneficial