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*At Dunkirk Primary School we take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.*

### Aims of the Policy

At Dunkirk Primary School, we support and value all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. All children should feel that they belong.

Dunkirk Primary School adopts a 'whole school approach' to special educational needs. All staff make reasonable adjustments to enable each child to have access to all elements of the school



curriculum. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

### Roles and Responsibilities

At Dunkirk Primary School, every teacher is a teacher of SEND.

Dunkirk Primary School has a named SENCo (Special Educational Needs Coordinator) and a named Governor responsible for SEN. They ensure that the School's Special Educational Needs policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014), the Local Education Authority and other policies within the school.

The SENCo is Hannah Nix. Trudi McWilliams and Charlotte Allbert are part of the SEN team. The named responsible person on the Governing Body is Maria Artingstoll.

The SENCo has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENCo are:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked-after pupil has SEN advising a on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date



The role of the governing body is to challenge the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The role of the headteacher is to

- Work with the SENCo and SEN named governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for CPD
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The role of the class teacher is to

- Plan and provide high-quality teaching that is differentiated/adapted to meet pupil needs through a graduated approach
- Continuously refer to any reports or recommendations from external professionals such as Educational Psychology and Speech and language reports to ensure that these are factored in to planning
- Continuously refer to EHCP and learning plans to ensure that these are factored into planning
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching



- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision

### The pupil

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided if they are able. Where appropriate they will be invited to participate in discussions and decisions about this support.

### What is SEND?

The 2014 Code of Practice says:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

SEN Code of Practice 2014 0-25yrs

At Dunkirk Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We identify the needs of pupils by considering the needs of the whole child. This will include not just the special educational needs of the child but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

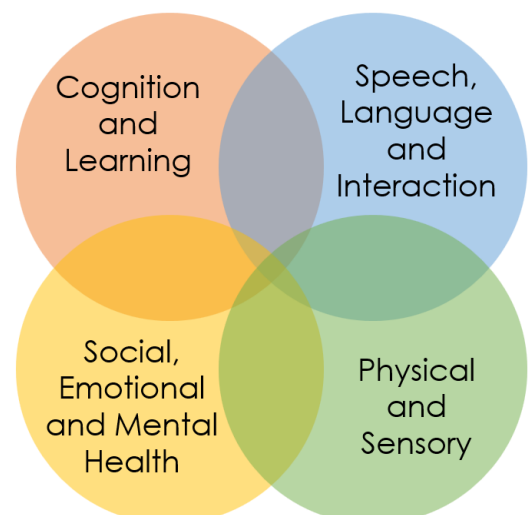
The SEND Code of Practice identifies four broad areas of need for children with SEN. These are shown on the diagram to the right.

It is important to note that, as the diagram shows, these areas of need can overlap and interact with each other.

For example, a child with speech and language needs can also have social, emotional and mental health needs.

### Identification and Assessment

The 2014 Code of Practice says:





*For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

SEN Code of Practice 2014 0-25yrs

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

Dunkirk Primary School will use several methods to assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The teacher, SENCO and EAL leader will work closely together to consider the provision for the child, any adaptations needed to support them or any interventions that will support their acquisition of the English language. The EAL leader at Dunkirk Primary School is Ms Alison Kendell.

Children who are working significantly below age related expectations may need to be assessed separately. For this, we use the b-squared process as well as the engagement model.

A copy of the school's identification process for SEN can be found in the Appendix.

### The Graduated Approach



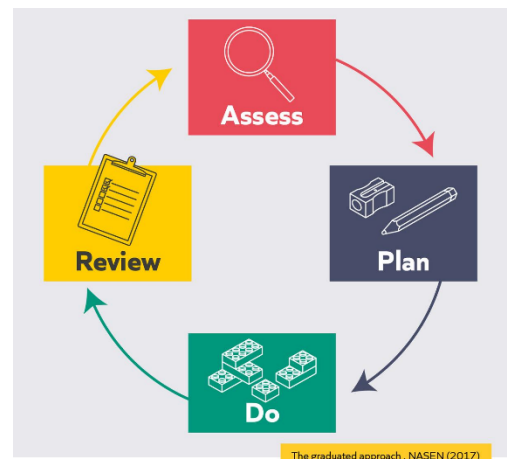
The school's system for assessing the progress of individual children will provide information about areas where a child is not progressing as we might expect. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done as part of Dunkirk's graduated response (as shown in the appendix). This might lead to the conclusion that the pupil requires help 'over and above' that which is normally available within the particular class or subject.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

At Dunkirk, in order to support the progress of children with special educational needs, we carry out a graduated response. This follows the assess, plan, do, review cycle, or APDR.

- First, we assess the child's needs using observations and assessment data.
- Next, we plan for how best to support a child with closing the gaps in their attainment.
- Then, we put these plans into place for 3-4 months.
- Finally, we review it to see if it was successful. This cycle is then begun again.



The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) or an R2i document (Routes to Inclusion). The SENCo has the responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue through the implementation of quality first teaching. If no progress is noted after this time the child may be added to the school SEN register and will receive Enhanced Support, as shown in the appendix. The class teacher after discussion with the SENCo will then provide support that are additional to those provided as part of the school's curriculum and the child will be given individual learning targets which will be recorded on an Individual Education Plan (IEP). These targets will be monitored by the class teacher and supporting adults within the class and reviewed formally with the SENCo, parents and child.



### SEND Provisions

Provision for children with SEN can be broadly grouped into 3 sections.

**Universal:** provided by everyone in the school who works with pupils. This can also be called inclusion by design and acts as the first response to meeting all pupils' needs, including those with SEND. For example, a visual timetable in every classroom.

**Targeted:** provided by teachers and teaching assistants working together to match pupils' needs with specific approaches to support them. This type of provision can happen in the classroom as a whole class, as a small group, or on a one-to-one basis. The support is often something additional and extra that has been identified as a possible support for a pupil's needs. For example, extra phonics support at Highfields

**Specialist:** provided by specialised professionals who have received specific training in providing support for specific needs, typically in a one-to-one or small group setting. This level of specialist support is additional and extra to the provision provided for all pupils. These professionals are often externals who are contacted by the SENCO to support specific pupils' needs, who typically have a special educational need or Education, Health and Care plan (EHCP). For example, visits from the city's Mental Health Support Team.

### Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains links to our policy for special educational needs, the Special Educational Needs Information Report including the arrangements made for children in our school with special educational needs.



At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCo and parents and children have access to the school website which has a section dedicated to Special Educational Needs.

### Partnership with Outside Agencies

Sharing knowledge and information with support services is key to the effective and successful SEN provision within our school. The following services provide valuable expertise, advice and support to our school:

- Autism Team
- Behaviour Support Team
- Social Services
- Speech and Language Team
- Occupational Health Service
- CAMHs
- Hearing Impaired Service
- Visually Impaired Service
- Community Paediatricians
- Neurodevelopmental Pathway

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the pupil's Individual Plan (or other target system) continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;



- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### Requests and Support for EHCPs

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Data in English and maths
- Other assessments, for example from an specialist support teacher or educational psychologist
- Views of the parents
- Views of the teachers

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

Once a pupil has an EHC plan, the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year.

Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

All pupils with a Statement of Special Educational Needs will follow a process of transferal to an EHC plan before moving into the next Key Stage (following a timetable devised by the Local



**Authority.** For further information on EHCPs and transferal of Statements, please see Nottingham City's Local Offer which can be found on their website: [www.nottinghamcity.gov.uk/localoffer](http://www.nottinghamcity.gov.uk/localoffer)

### Staff CPD

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENCo attends regular network meetings to share advice, updates on future initiatives, training and development activities and expertise. Liaison is made with other schools in the NST.

We recognise the need to train all our staff on SEN issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

### Contacting the SEND Team

The best way of contacting the SEND team is via their email address.

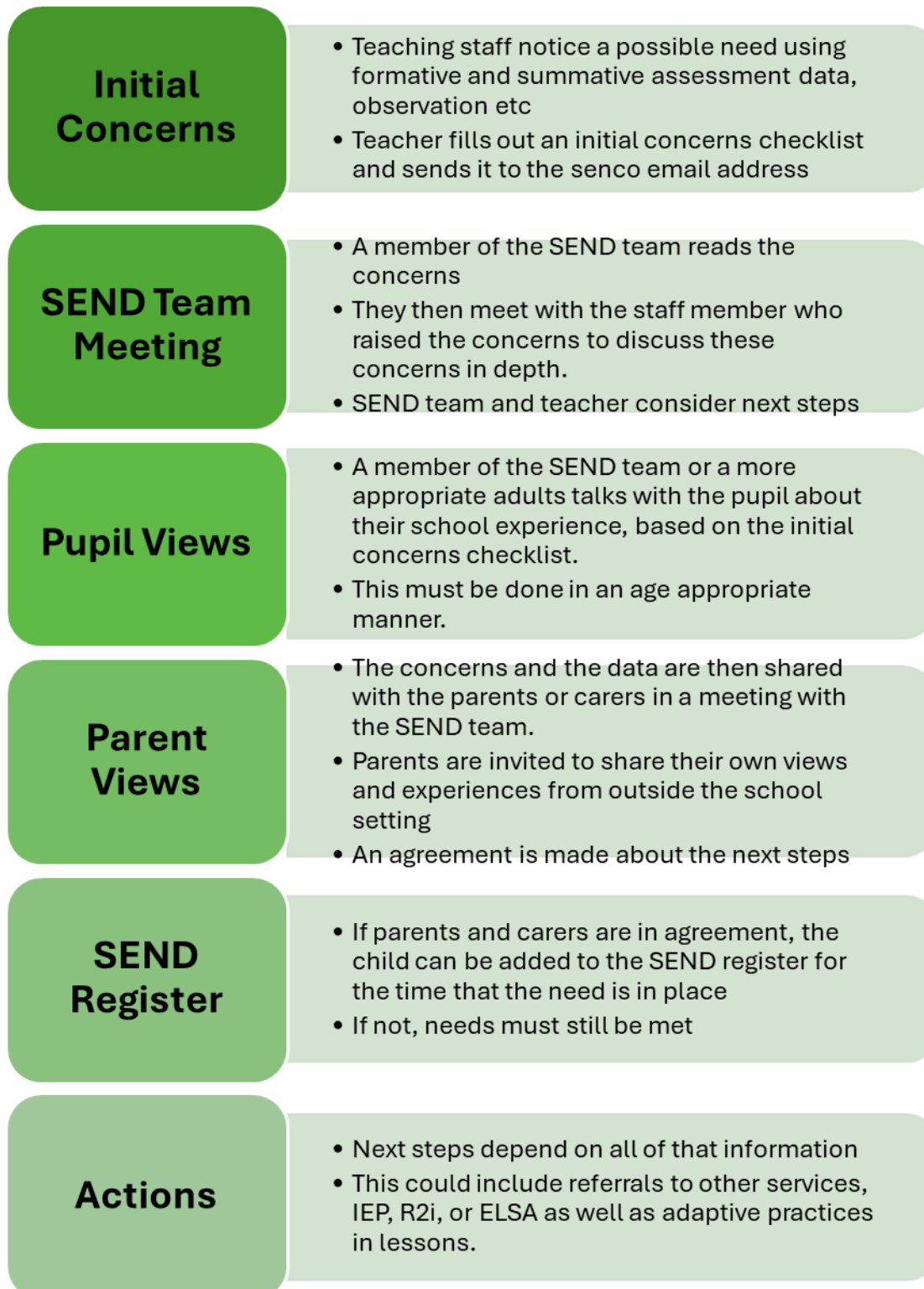
[senco@dunkirk.nottingham.sch.uk](mailto:senco@dunkirk.nottingham.sch.uk)

We aim to reply within one week.



**Appendix**

**The Identification Process**





An example IEP

Plan			
Area of Concern	Target	Desired outcome	Strategies & Provisions
<ul style="list-style-type: none"> <li>Decoding <a href="#">edit</a></li> </ul>	To develop instant recognition of high frequency words. <a href="#">edit</a>	Achieved in <input type="text" value="1"/> weeks. <a href="#">edit</a>	Mrs Carole Jacobson <a href="#">remove</a> Mr Christopher Jones <a href="#">remove</a> <input type="button" value="Select"/> <input type="button" value="add"/>
<ul style="list-style-type: none"> <li>Listening <a href="#">edit</a></li> </ul>	Show that you are listening by giving the speaker your attention. <a href="#">edit</a>	Observed on <input type="text" value="1"/> occasions. <a href="#">edit</a>	Mr Clark Kent <a href="#">remove</a> Mrs Carole Jacobson <a href="#">remove</a> <input type="button" value="Select"/> <input type="button" value="add"/>
<ul style="list-style-type: none"> <li>Dyslexia <a href="#">edit</a></li> </ul>	Learn to spell high frequency words. <a href="#">edit</a>	Correct spelling of high frequency words. <a href="#">edit</a>	Mr George James <a href="#">remove</a> Ms Anne Little <a href="#">remove</a> <input type="button" value="Select"/> <input type="button" value="add"/>