



Dundale Primary School & Nursery

'Belonging, Achieving, Flourishing'

SEND Policy

Policy Review	
Approved by:	Date:
Review schedule	Every 3 years
Date of Last Review	September 2026
Date of Next Review	September 2029

Dundale Primary School is committed to equality of opportunity for all pupils, staff, parents and carers. This policy has been written and reviewed with due regard to the Equalities Act 2010.

In accordance with statutory visibility requirements, this policy is actively published and easily accessible on the Dundale Primary School & Nursery website for all parents, staff, and external stakeholders to review.

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The **Special educational needs and disability code of practice: 0-25 years** describes a child who has SEND as someone who:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) 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

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

Children and young people who have SEND tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs. However, there is a significant overlap between disabled children and young people, and those with SEND.

The school will have regard to the **Special educational needs and disability code of practice: 0 - 25 years** when carrying out its duties towards all pupils with special educational needs and disabilities and ensure that parents are notified of a decision by the school that special educational needs provision is being made for their child.

There are four areas of SEND outlined in the **Special educational needs and disability code of practice: 0-25 years (Appendix 1)**:

- Communication and Interaction
Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our Aims and Objectives

At Dundale School, we believe that every pupil has individual and unique needs. It is our aim to provide a stimulating and inclusive learning experience for all our pupils, whatever their needs or abilities. We acknowledge that around 20% of children will have some form of special educational needs at some point during their time in school. Some of these children will require support throughout their school life whilst others may require support for a short period of time to overcome a temporary need. If these children are to achieve their full potential, we must recognise this and plan accordingly. At Dundale School, we aim to provide all children with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

It is also our aim to:

- enable every pupil to experience success
- promote individual confidence, self-esteem, positive attitudes and opportunities to discuss their special educational needs
- ensure that all pupils receive appropriate educational provision that is broad and balanced, relevant, differentiated, and demonstrates coherence and progression in learning
- give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to systematically remove their barriers to learning, working in strict alignment with the principles outlined in the **SEND Code of Practice 2015**.
- identify, assess, record, and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their child's development
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- facilitate and support children/families through the Early Help Module (EHM) process
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained

Our Goals

Based upon these beliefs, our goal is to provide a curriculum:

- which welcomes children of all abilities equally
- through which all children can experience challenge and success
- which is scaffolded and differentiated in order to make the new learning accessible to all children
- where a broad range of strategies are used:
 - by differentiation
 - by open ended / structured / graduated task design
 - by pace
 - by effective use of questioning
 - providing individualised methods of recording to include verbal, pictorial and use of ICT
 - opportunities for re-visiting learning
 - through the use of outside agency support
 - through the effective use of teaching assistant support
- where early identification of SEND takes place and relevant adaptations in class and relevant interventions are put in place
- where some of the SEND children are involved in planning and reviewing their progress
- where all SEND children's progress and provision is reviewed through effecting provision maps / plans and regular Pupil Progress Meetings (PPMs)

Relationship to other policies

This policy should be read in conjunction with other policies such as:

- SEND Information Report
- Learning and Teaching Policy (RLP)
- Feedback and Marking Policy
- Positive Behaviour Policy
- Equality Statement and Objectives
- Accessibility Plan

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The Governing Body

The Governing Body has overall responsibility for ensuring that the guidance referred to within the Code is adhered to and effectively monitored. They must also ensure that the policies, procedures and training relating to SEND provision are effective and comply with the law at all times. The SEND Governor is Mrs Emma Leach.

The Headteacher

The Headteacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Liaison with the Inclusion Lead / SENDCo
- The deployment of all special educational needs' personnel within the school
- Monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects on the school as a whole

The Special Education Needs Co-ordinator (SENDCo)

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans.

The SENDCo must be a qualified teacher. A newly appointed SENDCo must hold, or be working towards, the mandatory **National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENDCos)**. They must enrol on the course within their first year of appointment and successfully complete it within three years of taking up the post.

The SENDCo and Inclusion Lead is Helen Hodgson.

Class teachers are responsible for:

- inclusion of pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum
- liaising with the SENDCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- creating and reviewing Pupil Learning Profiles, ensuring that the children and parents are involved in this process
- tracking all children receiving additional support
- giving feedback to parents of pupils with SEND
- attending meetings with outside agencies
- tracking and monitoring early concerns and barriers to learning through the appropriate procedures

Expertise and training of staff

Dundale Primary School provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. Training may be delivered to all staff or on an individual basis depending on the needs of specific children staff may be supporting. This includes training such as:

- Spelling & Phonics
- Reading
- Speech and Language
- Reading and Writing Support from the Fisher Family Trust Foundation
- Autism and ADHD awareness
- STEPS Training – therapeutic behaviour programme
- Attachment and Trauma Awareness
- Mental Health Awareness Level 1
- Makaton Training
- First Aid Training (including Paediatric First Aiders, allergy & asthma awareness)
- Specific Learning Difficulties
- Dyslexia awareness
- Supporting anxious children and young people
- Sensory processing

Training is refreshed regularly and opportunities for additional training are sought to ensure all staff have an up to date working knowledge of SEND issues and current legislation.

Teaching Assistants

The Teaching Assistants work as part of a team with class teachers and SENDCo in supporting pupils' individual needs ensuring inclusion of pupils with SEND within the class. They play an important role in implementing individual learning targets, supporting identified adaptations for in class provision, Individual Risk Assessment Management Plans, interventions, assessments and monitoring progress. They contribute to review meetings and help pupils with SEND gain access to a broad and balanced curriculum. In addition, TAs

may sensitively withdraw pupils to work in small groups or individually to deliver interventions and support children in reaching identified targets. The class teachers, in liaison with the SENDCo, set the work and oversee timetables and records of progress.

Mid-day Support Assistants (MSAs)

The role of the Mid-day Support Assistant at Dundale School is carried out by Teaching Assistants. This means that supporting adults already have an in-depth knowledge of the pupils' needs and are well equipped in both managing behaviour and meeting any SEND needs. Supporting adults meet weekly with the SENDCo or members of the SLT during which time, any necessary information relating to the supervision of pupils with SEND or other issues and strategies for particular pupils is shared.

Involving Parents/Carers

Working with parents plays a key role in enabling children and young people with special educational needs and disabilities to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education.

Should parents/carers wish to discuss their child's progress and provision, they are welcome to make an appointment with their child's class teacher, in the first instance. Subsequent meetings can be arranged with the SENDCo, if further discussion needs to take place. All parents/carers of children with SEND, will be reported to three times a year through parent/carer consultations. Those with individual learning targets will also be reviewed with new individual learning targets set. At the end of the academic year, specific transition meetings may be arranged dependent on need across class teachers and the SENDCo.

In the event of any disagreement between parents and the school, the complaint will be referred to the governing body that has an established complaints procedure.

Involving Pupils

Children with SEND have a right to be involved in making decisions and exercising choices about their education. The degree of participation should reflect a child's developing maturity, but all children should be given the opportunity to make choices and understand that their views matter.

Pupils should:

- play an active part in developing their Pupil Learning Profiles
- play an active part in assessing and developing agreed learning targets
- understand the aims of any reasonable adjustment or intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- become progressively more involved in setting and evaluating targets.

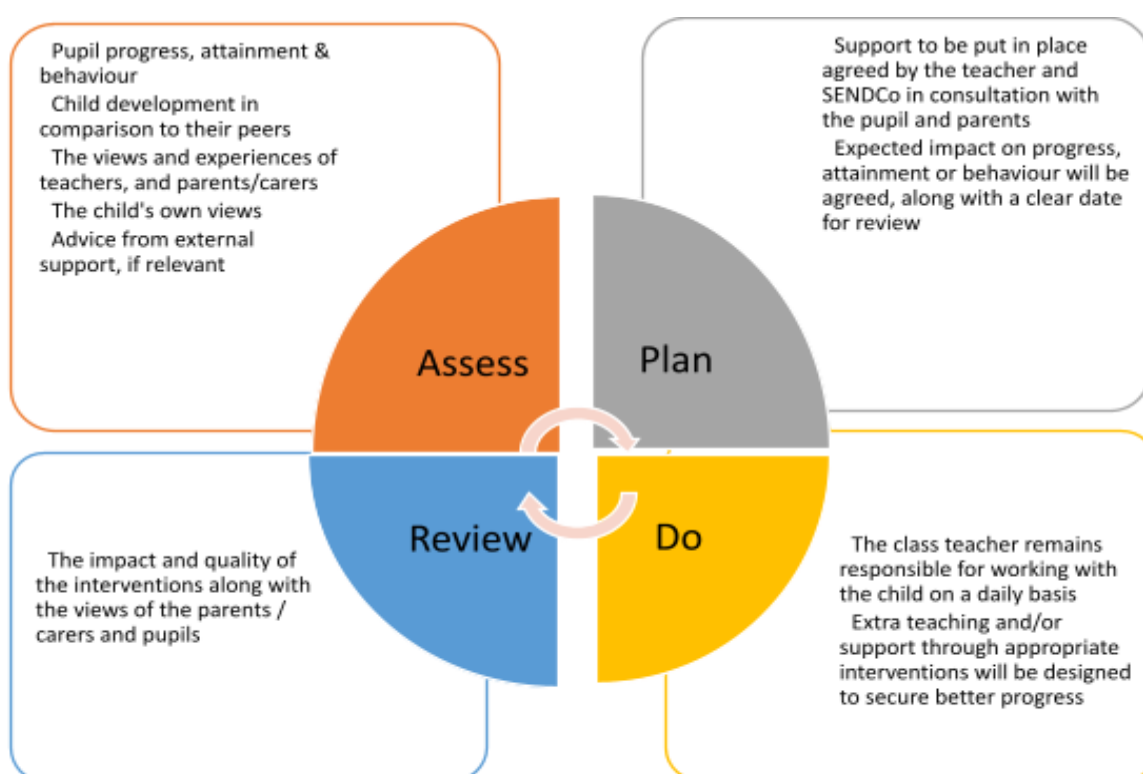
Identification, Assessment and Provision

Class teachers, supported by the senior leadership team will make regular assessments of progress for all pupils. Termly pupil progress meetings for children will seek to identify pupils making less than expected progress given their age and individual circumstances.

Slow progress and low attainment do not automatically mean that a child has SEND. The first response to children where this is the case should be high quality teaching targeted at the areas of weakness. Where progress continues to be less than expected, extra teaching and support through appropriate pre-teaching and interventions will be designed to secure better progress. The class teacher and SENDCo will then discuss whether the child has SEND. Evidence will be gathered, through observations, work sampling, gathering the views of the child and parent.

Persistent disruptive or withdrawn behaviours also do not automatically mean that a child has SEND. Where there are concerns, in line with the school's Behaviour Policy, staff will assess any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues, for example.

The Graduated Approach



School will contact a specialist where a pupil continues to make little or no progress, or where they continue to work substantially below those expected of pupils of a similar age, despite evidence-based SEND support delivered by appropriately trained staff.

Education, Health and Care Plans (EHCP)

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, they have still not made expected progress, the school or parents could consider requesting an EHC Needs Assessment.

Following this Statutory Assessment, an EHCP may be provided by Hertfordshire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The child and the child's parents/carers will be involved in developing and producing the plan.

Accessibility arrangements

The school has an inclusive ethos and will endeavour to include all children in all activities wherever possible. Where necessary, reasonable adjustments will be made to the school premises and equipment in line with the statutory requirements of the Equality Act 2010. Where possible and when appropriate the school will seek advice and obtain specialist equipment to aid learning for pupils with specific difficulties. This could be anything from modified pens to specialist chairs. Where appropriate, learning support assistants who are at times responsible for ensuring the inclusion of individual pupils, will be provided with the appropriate training to ensure that the child has full access to activities at their level

Complaints and SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally in line with the school's complaints policy.

To see a full explanation of suitable avenues for complaint and resolving disagreements, please refer directly to Chapter 11 of the statutory Special educational needs and disability code of practice: 0 to 25 years. .

Policy Review

This policy will be reviewed as part of the school's policy cycle or when there is a change of Subject Leadership or following an agreed change to practice. This will be done by the Special Educational Needs/Disabilities Co-Ordinator in consultation with the Headteacher, staff, governors and parents.

APPENDIX ONE

Broad areas of need as outlined in **Special educational needs and disability code of practice: 0- 25 years**

Communication and interaction

- Autistic Spectrum Disorder (ASD)
- Speech, Language and Communication (SLCN)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Moderate learning difficulties (MLD)
- Profound and Multiple Learning (PMLD)
- Severe Learning Difficulty (SLD)
- Specific Learning Difficulty (SpLD)

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 (in the Special educational needs and disability code of practice:0-25) for a link.

Sensory and/or physical needs

- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Hearing Impaired (HI)
- Visual Impairment (VI)

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

APPENDIX TWO

Useful terms relating to SEND (not exhaustive)

Access arrangements	Special arrangements can be made for pupils who are disadvantaged during exams/assessments. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
Annual Review	All Education, Health and Care Plans (EHCPs) must be reviewed annually. The Annual Review ensures that once a year the parents, the pupil, the Local Authority, the school, and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the EHCP.
ADHD/ADD Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder	ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: • Inattentive, hyperactive, and impulsive (the most common form) • Inattentive, but not hyperactive or impulsive. • Hyperactive and impulsive, but able to pay attention.
APD Auditory Processing Disorder	Auditory processing disorder (APD) is where a person has difficulty understanding sounds, including spoken words. APD is not a hearing problem. People with the condition usually have normal hearing. Symptoms of auditory processing disorder APD often starts in childhood, but some people develop it later. If a child has APD, they may find it difficult to understand: • people speaking in noisy places • people with strong accents or fast talkers • similar sounding words • spoken instructions
Assessment	This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENDCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an Education, Health and Care Plan (EHCP)
ASD Autistic Spectrum Disorder	Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': • Socialisation - poor social skills; • Communication - difficulties with speech language and communication; • Imagination - rigid thought and resistance to change.

	The commonly used term 'autism' are autistic spectrum disorders
Code of Practice	The SEND Code of Practice 0-25 gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs. The Code can be accessed: https://www.gov.uk/government/publications/send-code-of-practice-0-to25
Differentiation	Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.
Differentiated Curriculum	A curriculum that is specially adapted to meet the special educational needs of individual children.
Dyscalculia	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD).
Dysgraphia	Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).
Dyslexia	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD).
DCD Dyspraxia – known as Developmental Coordination Disorder	A disorder that affects the co-ordination of movement. This can affect coordination of the speech organs (oral dyspraxia) or other actions e.g., eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD).
Education, Health and Care Plan	From 1st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEND. An EHCP has the same statutory protection as a statement, but it can be issued at and maintained to any point from birth to the age of 25.
EP Educational Psychologists	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEND. They may perform assessments of children with SEND and produce a report as part of the statutory assessment.
HI	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the

Hearing Impairment	whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
Inclusion	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
Learning difficulties	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
Local Authority	Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area.
MLD Moderate Learning Difficulties	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.
OT Occupational Therapy	The Children's Occupational Therapy service offers a child and family centred approach to support children and young people with their independence in all aspects of daily living, such as self-feeding, dressing and participating in play and school activities. OT work in partnership with parents/carers and other colleagues to promote positive outcomes for children by using a range of approaches that are individually tailored to each child and family. This may include the provision of an activity plan, specialist equipment, treatment sessions or training to parents, carers and school staff. This is achieved through individual assessments, treatment, advice and multi-agency working.
Personalised Learning	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability.
Phonological Awareness	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
PD Physical Difficulties	There is a wide range of physical disabilities. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.

Physiotherapist	Physiotherapists see children who have a physical disability or condition that impacts on their development and their functional daily activities at home or in school. Children's Physiotherapy is a specialist team providing services to children and young people to promote health and preserve and improve the best possible functional level of the child or young person.
SENDCo	A Special Educational Needs /Disabilities Co-ordinator or SENDCo is a teacher who has the responsibility for overseeing the day-to-day SEND provision within his or her school. The SENDCo and your child's teacher/s should work together to plan how his/her needs should be met.
SEND Special Educational Needs/Disability	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age.
SEND Register	The SEND Register is the record we keep of all the children who may need additional support in their learning because they experience some sort of difficulty with learning. Some children are on the SEND Register for only a short time, some will need support for a few years and others will remain on it throughout their time at school.
SpLD Specific Learning Difficulties	SpLD is an umbrella term used to cover a range of frequently co-occurring difficulties, most commonly known as: Dyslexia. Dyspraxia or Developmental Coordination Disorder (DCD) Dyscalculia. Dysgraphia.
Statutory Assessment	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable, and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
VI Visual Impairment	Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.