

# St Dunstan's SEND Information Report

February 2024



Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

1. What kinds of special educational needs are provided for?

A child with special needs at St Dunstan's is any child who has a significantly greater difficulty with learning than the majority of others of the same age. Or a child who 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. We comply with the requirements outlined in the Special Educational Needs Code of Practice (2014)

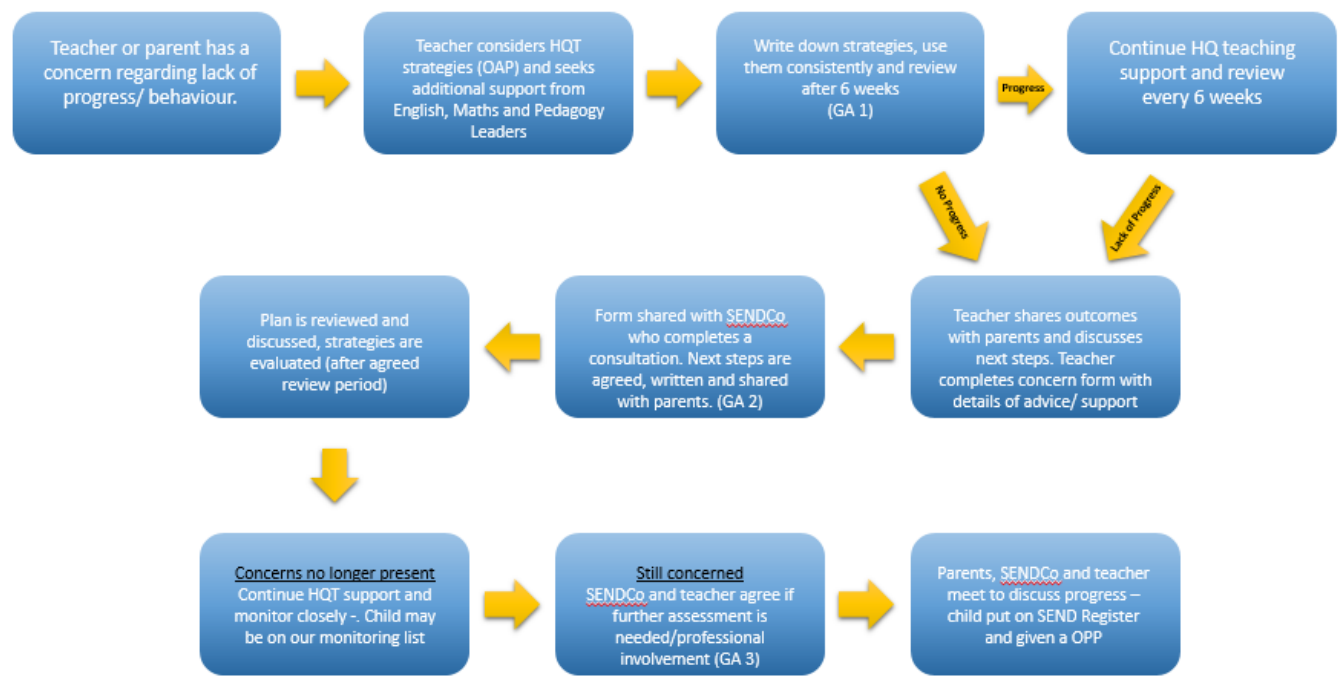
**These needs fall under 4 broad categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical needs**

We have considerable in-house expertise in supporting children with these needs. We make reasonable adjustments to our practices to comply with the Equality Act (2010)

*For further information on any aspects of this, please see the Special Educational Needs and Disabilities Policy, Special Educational Needs and Disabilities Procedures and our Accessibility plan.*

2. What protocols and policies are used to identify children with SEND and to assess their early needs?

We follow our St. Dunstan's SEND Protocol to identify needs in school:



	<p>It begins with early identification of potential needs by the adults who interact with the child in school, or with a parental concern. We then use further investigations and evidence gathering to determine exactly what the barriers to learning are and how best to support this.</p> <p>Teachers may raise a concern with the SENDCo, or seek informal advice at any time, but as the primary educator they are responsible for setting strategies and monitoring progress. The Headteacher conducts book looks and meets with Heads of Year every term to discuss children's progress and plan next steps of development. She then meets with the SENDCo to explore whether or not this is due to a potential SEND need. These children will then be monitored.</p> <p>All of our teachers understand that High Quality Teaching (HQT) is the most effective and proven way to educate children with additional needs. The adjustments made in the classroom environment to ensure that all children can access the curriculum are regularly monitored throughout the school year by the SENDCo and Senior Team.</p> <p>When concerns about difficulties are raised, St. Dunstan's follow the cycle of assessment, planning, implementing, within the SEND Protocol flowchart. We also use the Surrey Ordinarily Available Provision document, and the Surrey Teachers SEND Handbook to inform further support strategies required.</p> <p>Policies and procedures that support this are: <i>Surrey Profiles of Need and Ordinarily Available Provision, St. Dunstan's Special Educational Needs and Disabilities Policy, St. Dunstan's Special Educational Needs and Disabilities Procedures, St. Dunstan's Accessibility plan, St. Dunstan's Anti-bullying Policy and St. Dunstan's Behaviour Policy (larger font, coloured background or paper copies can be requested at the Office.)</i></p>
<p>3.What are the arrangements for consulting with parents and carers of children with SEND and involving them in their child's education?</p>	<p>Our culture at St. Dunstan's is one where face to face contact with teachers is encouraged. Or parents can email the Office to request a phone call or meeting if their query is lengthier or more private. Parents are encouraged to make an appointment with the teacher so that adequate time can be given to discuss a concern. Parents of children with additional needs are also able to access our SENDCo directly if their query is SEND related 01483 715190 or at <a href="mailto:sendco@stdunstans.surrey.sch.uk">sendco@stdunstans.surrey.sch.uk</a></p> <p>We also encourage parents and carers to alert teachers about any emotional issues that have happened outside school, which may impact their child's learning, well-being or focus in school. Parents of High- need SEND children may be updated about their child's day by telephone, email or in person.</p> <p>Teachers have termly contact with parents of children with additional needs to feedback about progress during parents evening. Separate appointments to this can also be requested. Parents receive detailed updates via One Page Profiles, which show the adjustments made in class for their child, along with any interventions. Additional parents evening appointments with the SENDCo are also available. We signpost parents to agencies, charities, websites and new SEND developments via our monthly Newsletters and Twitter account.</p> <p>Dialogues start early and when a child is placed on the SEND Register, parents and carers are involved in progress conversations. Parents and carers of children with high needs begin to develop a professional relationship with the SENDCo where further advice and information is shared and support offered. There are 3 different levels of support – Ordinarily Available Provision for all children,</p>

	<p>Additional/ enhanced provision for some children and Personalised Provision for a few children. (Please see our Provision map for further explanation <a href="https://www.stdunstans.surrey.sch.uk/page/?title=Provision+Map&amp;pid=160">https://www.stdunstans.surrey.sch.uk/page/?title=Provision+Map&amp;pid=160</a>)</p> <p>Typically, parents and carers of children with additional needs have more involvement in their child's journey through the school. For example:</p> <ul style="list-style-type: none"> <li>• Where a referral to Specialist agencies is required, parents are fully involved in referrals, discussions and consultations.</li> <li>• We use the Surrey Ordinarily Available Provision advice to consider EHCP applications with parents. We are also advocates of the parent's voice at review meetings, EHCP target setting meetings and Annual Reviews.</li> <li>• We actively seek feedback on an individual basis and ask parents of SEND children to fill out a questionnaire every year to audit the SEND provision they are receiving. We also offer parenting advice, mental health support, financial aid and letters of support to advocate for families of SEND children who require it.</li> </ul>
<p>4.What other ways can parents/ carers be involved in their child's education?</p>	<p>Parents and carers are invited to sporting events, celebrations, productions, exhibition evenings and class celebration of the Word. We also hold talks and information evenings. We welcome parents and carers of SEND children's ideas and feedback.</p> <p>Parents are encouraged to become active participants in our school community in a variety of ways:</p> <p>We have a very active parent group who fundraise for the school called The Friends of St. Dunstan's. This is a thriving group of parents who support our school community. We also have a parent representative for every class. Our Twitter account is also updated weekly to enable working parents to see their child's school day and School Coms keeps our parents in touch with school life. We also have parent readers, parent Teaching Assistants, parents who support with specific events. We have an annual Art Exhibition and a summer Exhibition Evening as well as termly Partners in Learning opportunities where the children take their loved ones to show them their work in the classroom.</p>
<p>5.What arrangements are made for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents /carers and</p>	<p>All pupil's progress is reviewed continually and children with SEND have an additional level of support which is detailed in their One - Page profile and/or Intervention tracker and/or EHCP target tracker. We also use The Engagement Model (July 2020) where required to assess children who are working well below National Curriculum levels if they are not subject specific lessons. Pre -Key stage descriptors are used to assess children working below the Key Stage that they are currently in. We use a range of assessment tools to gather evidence as to where a child is.</p> <p>Our data systems and tracking at St. Dunstan's are very robust and ensure that no child's progress dip is missed. If we see that a child is not making expected progress, then we will work to identify the barriers to learning.</p> <p>This might be through additional testing, where more information is felt to be necessary. Consulting with experts in a general way or with a specific child conference. Where these occur parent's opinions and voice is encouraged.</p> <p>Parents can see their child with additional needs progress in interventions and adjustments on the back of their One Page profile, which are updated throughout the year. If the child has an EHCP, parents are also invited to an EHCP planning meeting and to</p>

<p>children as part of this assessment and review?</p>	<p>contribute prior to and during Annual Reviews each year.</p> <p>A child with additional need's voice is critical, as this is central to their own learning experience. We feel that they are the experts about how they feel and what a barrier to them is. We always talk to the child about their learning and gather their ideas and opinions. Where this cannot happen verbally, we will find an alternative way. The child also contributes to, and will participate in, their Annual Review.</p>
<p>6.What arrangements are made to support children with moving up year groups and at key stages of education?</p>	<p>The transition into Reception involves consulting with parents and Nursery settings for all children, but when a child is identified as having (or potentially having) a special educational need, the SENDCo will visit to meet the child in their setting. A thorough conversation and handover will then happen with the adults involved and all relevant paperwork and strategies will be discussed to ensure as smooth a preparation as possible to Reception. Children with SEND are part of a full programme of induction to St. Dunstan's including home visits, parent talks, individual 'meet the teacher' sessions and a week of attending half days to settle in. Depending on the level of need, the SENDCo may meet with parents or carers before entry, to discuss starting arrangements and how best to prepare the child over the summer. Social stories or transition booklets will be designed to help prepare the child where needed.</p> <p>Moving up to another year group is very much managed according to the specific needs of the child. All children have a carefully planned transition morning to meet their new teacher, but children with additional needs may have more opportunities to build that crucial new relationship and to become 'acclimatised' to their new surroundings (extra trips, stories and a chance to talk to children in that year group.) We manage a careful balance of preparation, without causing more anticipation worries, in a bespoke way. We may also ask parents to prepare their child in particular ways and talk through any residential trips. Teaching Assistants will prepare Transition booklets to help certain children to be excited and positive about their new school year.</p> <p>In Year 5 all children with an EHCP have a secondary transition section within their Annual Review. During this, secondary options are discussed and parents are informed of the process of application. Parents are asked whether they have a preference for mainstream secondary education or specialist provision. This is noted.</p> <p>We have a close relationship with our catchment secondary school St John the Baptist <a href="https://w.sjb.school/">https://w.sjb.school/</a> and we talk through our children with additional needs in Year 6, or sometimes earlier. All children have visiting days but extra days are available for vulnerable children. St. Dunstan's handover thoroughly to secondary schools. Current One Page profiles detailing all the adjustments the SEND child needs, are passed up to the Secondary school. All children have a talk about what to expect and careful transition work is completed. Parents can also visit and talk directly to the secondary SENDCo. This year a number of children were given additional transition support. Any SEND records of referrals or diagnosis/ reports are sent on confidentially to the new setting.</p>
<p>7. What is our approach to teaching children</p>	<p>St. Dunstan's we follow the graduated approach where children's learning needs are met in the classroom, through high quality teaching (HQT). This has been proven the most effective way to educate children with additional needs. High quality teaching means that our teachers are well trained and well -resourced to adjust the learning to match the needs of the child. For some children these are minor adjustments which allow them access to the curriculum, for others, these adjustments are more</p>

<p>with SEND?</p>	<p>pronounced and may involve extra adult support.</p> <p>We will only withdraw a child for intervention from the classroom if they have a specific need which requires an intervention to accelerate their learning or to support emotional well-being needs.</p>
<p>8. How are adaptations made to the curriculum and learning environment of children with SEND?</p>	<p>Educators at St. Dunstan's are trained and experienced in making adjustments to include and support all learners in their class. This is a fundamental skill of a teacher. Bespoke teaching and formative assessment are embedded in our daily teaching practise -this might take the form of smaller group work with the teacher, extra adult check-ins, same learning -but different work set or extra resources given, or adult support to start off the task, coloured overlays, pencil grips, sensory supports etc. We use visual supports, sometimes dual or triple coding of new vocabulary as well as Makaton with our younger children when required.</p> <p>Older children are encouraged to use technology and we have class banks of chrome books with a talk to text function. We are also dyslexic-friendly in terms of classroom environment, adult expertise and resources.</p> <p>We have very limited indoor quieter areas for children who are overwhelmed. Outside we have trim trails, exercise equipment and equipment for balancing and spinning.</p> <p>We have an accessibility plan in place and we are fully aware of our obligations to support adults and children with disabilities.</p> <p>Our Catholic ethos is strong and we value and respect diversity and lead by example to our children.</p> <p>We focus on strengths and developing confidence and do our very best to meet the needs of all of our learners. We are committed to making reasonable adjustments where possible.</p> <p>Our site is multi-levelled, with a ramp to Rosary house and access to the ground floor of the main building and the grounds. We have 2 disabled toilet facilities. However, access to KS2 involves staircases as we do not have a lift.</p>
<p>What expertise and training do staff possess and how is specialist expertise secured?</p>	<p>Training and development is a key factor in ensuring we can provide the best care for our children with additional needs. SEND is a priority for In Service Training Days as every teacher is a teacher of SEND and over the past few years we had a rolling programme of skills development.</p> <p>We have a robust yearly training program whereby teaching assistants receive weekly training relevant to their role, to keep their skills fresh. Teachers also have weekly continual professional development. All adults are given extra training opportunities to develop their skill set and key adults belong to specialist forums/expert groups which keep us current in all areas. Every TA has a working knowledge of special educational needs and then the chance to refresh or increase that knowledge if required by a new cohort.</p> <p>We are lucky have a broad range of school expertise and adults who specialise in certain areas such as speech and language, behavioural issues, autism, pathological demand avoidance, emotion coaching, emotional literacy support and Rainbows -our</p>

	<p>bereavement and loss program. We offer in- house coaching and modelling.</p> <p>We also have the capacity to up-skill depending on the specific needs of our SEND cohort in terms of specific hearing or sensory issues, or safe handling of distressed children. All teaching staff are kept current with SEND and safeguarding issues and we access Surrey's updates.</p> <p>Our close relationship with experts and professionals ensures that adults are continually given training and support in any programs they are responsible for, such as speech and language. We work closely with the Freemantles Outreach Team and Specialist Teachers for Inclusion. Specialist expertise is secured as and when it is required at an individual or group level. Parents are part of that referral process.</p> <p>Our Inclusion leader is also Assistant Head teacher. She has completed a Post Graduate Certificate in Working with Children and Young People with Autism Spectrum Disorders at Kingston University. She also has the National SENDCo award and is our Mental Health First Aider. The SENDCo is also a Senior Teacher. She holds the National SENDCo award and has mentored other SENDCos. She has a wide range of experience and training around behavioural management, dyslexia, spectrum disorders, attachment disorders, trauma and positive touch. Both attend regular webinars and training forums, as well as Surrey briefings to keep current. The Assistant SENDCo complete her National SENDCo award last year.</p> <p>We also are blessed to have a huge range of resources and brilliant books and websites where teachers can access more specific information. This year we have used The Ordinarily Available Provision, the Teacher SEND handbook, the Occupational Therapy hotline, the Educational Psychologist hotline and the Surrey Profiles of Need document to support our expertise for children with additional needs.</p>
<p>10. How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>We are constantly evaluating the effectiveness of our provision by talking to the child, seeing improvements at class level and improvements in the termly assessments. We do this by regular observations of their interaction in the classroom, how well they are accessing the curriculum, book looks and discussions with their teacher.</p> <p>The class teacher is continually adapting the adjustments in class and evaluating daily whether they are having a positive impact. These may feed into our Graduated Approach protocol or be updated onto the One -Page profile document.</p> <p>Any Interventions are tracked carefully for impact, as there is no point in continuing them if they are not helping the child. We benchmark reading and most interventions half termly.</p> <p>The SENDCo is a coordinator who monitors (alongside the class teacher) that children with additional needs are receiving the correct type of adjustment needed in class and may do further diagnostic tests with the child, or discuss with the parent about securing specialist help.</p> <p>The SENDCo reports to Governors who hold her to account for providing the best SEND opportunities possible. Parents, staff and SEND children are asked for their feedback and a yearly audit of SEND provision is conducted internally. The Governors may also</p>

	seek other expert advice from Health and Social care or specialist services to support parents or to resolve a complaint.
11. How are children with SEND enabled to engage in activities outside of the classroom including school trips?	<p>Our inclusive ethos means that it is expected that all children take part in everything that is offered to them within our rich school experience. Where necessary extra adults are deployed, adjustments made and extra risk assessments may be conducted, but we won't let anyone miss out on the fullness of life!</p> <p>For the residential visits in year 4 and 6 we use our well-developed relationship with the parents to ease any anxieties. It is standard practise for the SENDCo to support the lead teacher with the arrangements for school trips and residential visits.</p>
12. What measures are in place to improve emotional and social development?	<p>We use various social development programmes, Lego therapy and ELSA to support with emotional and social development. We have found that there is no substitute for actual live modelling and feedback and all of our Teaching Assistants are skilled at this. They are the adults on the playground, along with teachers and they know the children, so potential issues can be talked through and spotted immediately. We follow the restorative justice method of incident resolution.</p> <p>We also use the Inclusion Room as a base for children who are overwhelmed or who just need to calm down away from a busy playground. The doors to our Inclusion Room are well placed to open directly on to the playground. We find that board games and turn-taking modelling with an adult also helps with building friendships and sustaining them. Teachers can request children to buddy up and play together in the Inclusion Room, with varying degrees of facilitation.</p> <p>All children in school have a chosen 'safe adult' who they can talk to about any worries. They also have access to private worry boxes around school. We monitor well-being very closely. At the weekly briefing staff are told of any vulnerable children to look out for that week and to give extra special care to. Children also work collaboratively through the pupil voice committee.</p> <p>Bullying and racist comments are not tolerated. All staff robustly challenge any negative behaviour seen around the school and act accordingly directly following our school behaviour systems. The Inclusion leader manages children's well-being and works hard to cultivate her relationships with vulnerable children and their families.</p> <p>The Head Teacher and Inclusion Leader carefully monitor attendance and work with the Surrey Inclusion Officer to support the pupils and families with low attendance. Attendance at St Dunstan's is very high compared to national average. Staff are regularly trained to provide an exceptional level of pastoral support. The school has achieved Enhanced Healthy Schools Status for their work on emotional health and well-being.</p>
13. How does the school involve other bodies, including health and social	<p>St. Dunstan's has a standard quota of support offered from Specialist services accessed through Surrey SEND. We like to be proactive and use our SEND systems to put in robust support, adjustments and interventions before using this quota to access further professionals.</p> <p>This year we had termly planning meetings with our link professionals to discuss children who needed further support. This may take the form of signposting parents to support that they can anchor for themselves, getting resources for parents to use or having a</p>



<p>care, local authority SEND services and voluntary organisations, in meeting the needs of children with SEND and their families?</p>	<p>consultation with expert and parents and teacher.</p> <p>Sometimes experts offer anonymous general or specific advice. Where the child is named we would always seek parental permission –as we would with any referral to agencies, such as CAMHS.</p> <p>Voluntary organisation support is also sign-posted and offered to parents such as Family Voice and Your Sanctuary.</p> <p>We have a number of well-established relationships with adults within health and social care and we liaise with the school nurse and school mental health nurse regularly. Health and social care may also be directly involved in a child's EHCP.</p>
<p>14. What are the arrangements for handling complaints from parents/ carers of children with SEND about the provision made at school?</p>	<p>In the first instance it is always best to raise any concerns with the class teacher as they are with your child every day and may be able to shed light on any incident.</p> <p>But if it directly relates to your child having a special educational need please contact the SENDCo -Mrs Amy O'Donovan (Assistant Head) via the office on 01483 722864 or at <a href="mailto:sendco@stdunstans.surrey.sch.uk">sendco@stdunstans.surrey.sch.uk</a></p> <p>Our complaints procedure is outlined on our website: <a href="https://www.stdunstans.surrey.sch.uk/page/?title=Policies&amp;pid=55">https://www.stdunstans.surrey.sch.uk/page/?title=Policies&amp;pid=55</a></p> <p>Further information to support your SEND needs can be found at Surrey SEND local offer: <a href="https://www.surreylocaloffer.org.uk/">https://www.surreylocaloffer.org.uk/</a></p> <p>Parental support can also be found at: <a href="https://www.sendadvice.surrey.org.uk/">https://www.sendadvice.surrey.org.uk/</a></p>