



Special Educational Needs Policy

Responsible committee: Pupil Learning

Approved by Governing Body: March 2026

Review Date: Annually

Mission Statement

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.

Special Educational Need and Disability (SEND)

A child or young person has a SEND if they have a learning difference or disability that requires special educational provision to be in place for them. A child has a learning difference or disability if they:

- Have significantly greater difficulty in learning than age related expectations
- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools

Special Educational Needs Code of Practice (2014)

Aim

At St Dunstan's, our aim is to ensure that all pupils with SEND receive high quality, inclusive provision that enables them to achieve their full potential, both academically and personally, within our mainstream setting.

We are committed to:

- Providing High Quality, adaptive teaching that meets individual needs
- Identifying SEND early and responding promptly with appropriate support
- Identifying and overcoming barriers to learning and participation
- Promoting independence, resilience and self-advocacy, whilst holding high expectations

- Supporting strong progress from each pupil's starting point
- Working in partnership with parents, carers and external professionals
- Ensuring pupils with additional needs feel valued, respected and fully included in school life

Roles and Responsibilities

Supporting children and young people with additional needs is a whole-school responsibility. Effective provision relies on strong collaboration between the SENDCo and class teachers, clear communication with families, regular monitoring and having high expectations.

The SENDCo is responsible for the strategic leadership and operational management of SEND provision across the school, in line with the Special Educational Needs and Disability Code of Practice.

The SENDCo will:

- Lead and oversee the day-to-day implementation of the school's SEND policy
- Maintain and monitor the SEND register
- Coordinate provision for pupils with SEND, ensuring it is appropriate and evidence-informed
- Support early identification of SEND through observation, data analysis and consultation
- Advise and support teachers in adapting teaching and implementing strategies
- Monitor the quality and impact of interventions
- Ensure the Graduated Approach (Assess-Plan-Do-Review) is consistently applied
- Liaise with parents/carers, alongside class teachers, to ensure their views are heard
- Coordinate referrals to external agencies and work collaboratively with professionals, such as Specialist Teachers of Inclusive Practice, Speech and Language Therapists and Educational Psychologists
- Oversee the administration and review of Education, Health and Care Plans (EHCPs), including Annual Reviews and transitions
- Provide or organise relevant staff training and professional development
- Report to the Headteacher and Governing Body on SEND provision and outcomes
- Ensure statutory requirements are met

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those with SEND.

The class teacher will:

- Maintain clear communication with families about progress and provision
- Foster an inclusive classroom environment that promotes independence and belonging

- Deliver High Quality, adaptive teaching to all children, across all curriculum areas
- Adapt learning as the first response to individual and emerging needs
- Identify potential barriers to learning through ongoing observation and assessment
- Implement strategies and provision outlined in support plans or EHCPs
- Develop and maintain good relationships with the children and use this to inform lesson planning
- Direct and deploy support staff effectively in the classroom
- Monitor progress towards agreed outcomes
- Lead on and contribute to review meetings with parents, supported by the SENDCo where appropriate

Links to Other Policies

To support this we follow the Special Educational Needs Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Information regarding the provision within Surrey schools can be found at:

<https://www.surreylocaloffer.org.uk/>

Details regarding the school's offer can be found on the school website:

https://www.stdunstans.surrey.sch.uk/_site/data/files/send/BA420653FADBEC74F7C34844737A7509.pdf

Details regarding the school's SEND procedures can be found on the school website:

https://www.stdunstans.surrey.sch.uk/_site/data/files/send/1E7FC6F27E73AAD89D7F8E2725F2C996.pdf