

St Dunstan's Catholic Primary School

SEND Information Report

Last Updated: May 2026

Next Review: May 2027

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Our School 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.

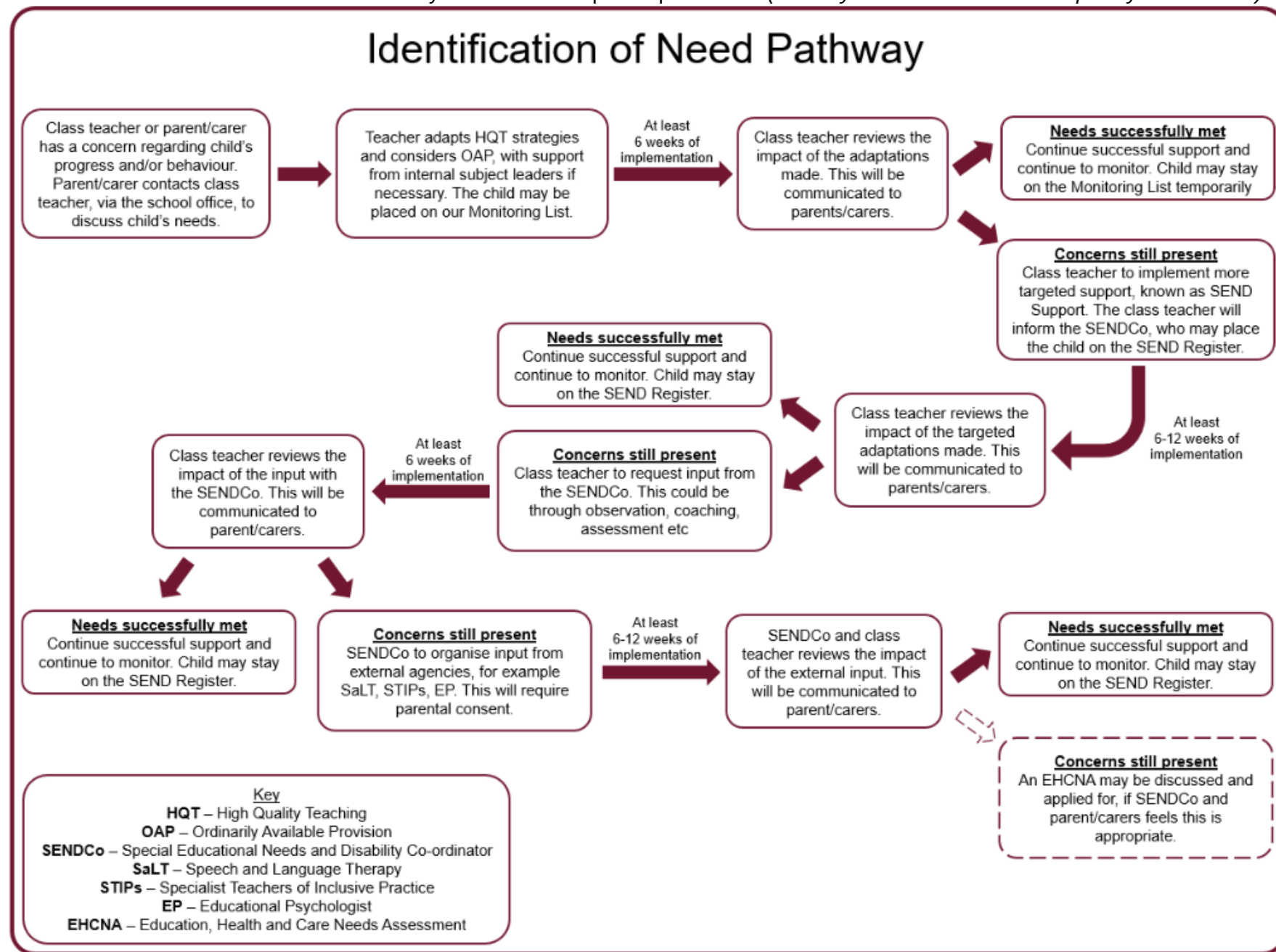
Introduction

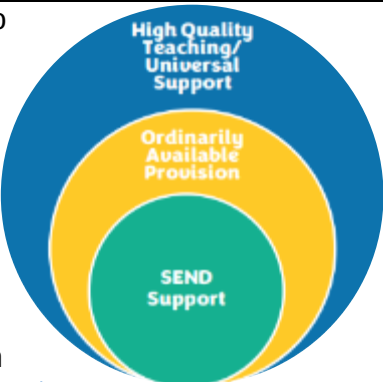
St Dunstan's Catholic Primary School is a Voluntary Aided mainstream setting that serves the needs of the Catholic communities as part of the Arundel and Brighton Diocese. We are committed to ensuring that every child feels valued, supported, and is able to achieve their full potential. We recognise that children learn in different ways and may require different types of support throughout their school journey.

Our aim is to identify those needs as early as possible, provide and review appropriate support, and work closely with families and professionals to ensure the best outcomes for pupils with additional needs.

What are Special Educational Needs and Disabilities (SEND)?	In line with the Special Educational Needs and Disabilities (SEND) Code of Practice (2015), a child or young person has SEND <i>'if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:</i> • <i>has a significantly greater difficulty in learning than the majority of others of the same age, or</i> • <i>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 or mainstream post-16 institutions'.</i> SEND needs generally fall under 4 broad areas of development: • Communication and Interaction ○ such as unclear speech, limited language or differences with social communication • Cognition and Learning ○ such as working memory difficulty, following instructions or taking longer to learn academic skills • Social, Emotional and Mental Health ○ such as low confidence or self-esteem, difficulty with managing or regulating emotions or difficulty building positive relationships • Physical and Sensory ○ such as sensitivity to sound or noise, differences with fine or gross motor skills, or needing support with movement or coordination We make reasonable adjustments to our practices in order to comply with the Equality Act (2010).
How Do We Identify Pupils with SEND at St Dunstan's?	Early identification helps to ensure pupils receive support as soon as possible. At St Dunstan's, we follow our Identification of Need Pathway to identify, monitor and support the needs of pupils in school. Class teachers or parents/carers may observe that a child is experiencing barriers to learning, development, wellbeing, or participation, and may benefit from additional support or adapted provision. As the class teacher is the primary educator, it is important for them to be the first port of call for all parental concerns or feedback. We use further investigations and evidence gathering to determine exactly what the barriers to learning are and how best to support this. This is reviewed and adapted as needed, with class teachers seeking support from the subject leaders or Special Educational Needs and Disability Co-ordinator (SENDCo) if needed.

Please see the Identification of Need Pathway for our school-specific processes: (See key for abbreviations of frequently used terms.)



How Are Parents/Carers Supported if They Choose to Pursue a Diagnosis Pathway?	<u>Diagnosis Pathway</u> As a school, we are not able to diagnose a child, enforce pursuing a diagnosis for a learning difference, or recommend a practice or clinic to use. We can, however, discuss the process of the diagnosis pathway, guidance around opting for the GP route and have an input in the assessment process when requested by clinics. This is usually through assessments, questionnaires and data sharing. <u>Requests for Assessments, Questionnaires etc from External Clinics</u> Please be advised that all external requests for information, including questionnaires and assessments, have a minimum two-week turn around period from the date we confirm receiving the request. This does not include half term or holiday periods. This is to allow class teachers to plan the additional time in their diaries needed to complete the documents with the detail that is required. Please share this information with clinics and be mindful of this when booking follow-up appointments. Class teachers will complete the requested information, with support from the SENDCo if necessary. They are returned directly to the clinic and parents/carers will be informed when this has happened. <u>Receiving Final Reports from Clinics (usually Diagnosis Confirmation)</u> Following assessment, a formal report is written by the clinic. When the clinic shares the report with parents/carers, we ask that parents/carers also share it with school via the school office. It will then be shared with the class teacher and the SENDCo. The teacher will contact parents/carers in approximately two weeks from receiving the report to arrange a convenient time to discuss it. This will give the teacher time to review the report fully and consider any appropriate recommendations.
How Do We Support Pupils with SEND?	All children, whether they have additional needs or not, receive High Quality Teaching (HQT). HQT refers to the universal teaching approach that is available to all pupils in every classroom. It is the foundation of support and is the first step in meeting all needs. All of our teachers understand that HQT is the most effective and proven way to deliver teaching to children with additional needs. Heads of Year, Senior Team and SENDCo regularly monitor the adjustments made in the classroom environment to ensure that all children can access the curriculum throughout the school year. Ordinarily Available Provision (OAP) refers to support, adjustments and strategies that can be used in a mainstream setting alongside HQT. This can be on an individual, group or whole class basis, depending on the needs in the classroom. This support is based on what is routinely available within the school's resources. At this point, the child may be placed on our internal SEND Monitoring List. For further information about OAP in Surrey, please see: A parent carer guide to ordinarily available provision in schools - Surrey County Council If a child is identified as having additional needs, they may be supported through SEND Support – that means input that is ‘<i>different from or additional to</i>’ what is offered through OAP and HQT. This may include individual or small group support through resources, intervention or approaches. The identified needs of the child, along with the available resources, will determine the exact support that is implemented. At this point, the SENDCo will place the child on our school SEND Register. When prolonged or significant support is needed, an Education, Health and Care Needs Assessment (EHENA) may be applied for if deemed appropriate by the SENDCo and parents/carers. Specialist Provision refers to support that requires specialist expertise, assessment, advice or resources beyond what is routinely available in a mainstream school. This support may be appropriate for a child whose needs are particularly complex or persistent. If a 

	child requires this level of need, they will be supported by an EHCP and, if necessary, the family will be supported to find an appropriate education setting that can help the child thrive.
How Do We Monitor the Progress of Pupils with SEND?	<u>The Graduated Approach</u> As a school, we follow the Graduated Approach cycle, as outlined in the SEND Code of Practice (2015). It is also known as ‘Assess – Plan – Do – Review’. Using the Graduated Approach ensures that support is carefully planned, implemented and regularly reviewed to make sure effective support is in place for progress. Assess: Staff gather information to develop a clear understanding of a pupil's strengths, needs, barriers to learning, and current attainment. Plan: Clear, achievable outcomes are agreed and support is carefully planned. Do: The planned provision is implemented. Class teachers remain responsible for the progress and development of all pupils in their class, including where interventions or additional support are delivered by others. Review: The impact of the provision is evaluated and adapted as required. This cycle is repeated as necessary. <u>Internal Monitoring Tools</u> As a monitoring tool, we have the SEND Monitoring List which tracks children whose behaviour and/or progress are causing concern but they do not necessarily have identified SEND needs. This monitoring tool allows teachers to monitor progress, trial appropriate OAP strategies and review the impact. If the child makes progress with the adaptations made, they may stay on the SEND Monitoring List or be removed over time. Additionally, if the review shows that specific SEND support is required, the class teacher may have a discussion with the SENDCo about placing the child on the SEND Register. This will be communicated with parents/carers. Our internal SEND Register, which is a record of pupils with identified SEND needs. A child will be placed on the SEND register if they have an Education Health Care Plan (EHCP) or if they require SEND Support to meet their needs. Please note: having a diagnosis is <i>not</i> a requirement for being on the SEND Register, nor does it automatically put a child on the SEND Register. When a child is placed on the SEND Register, it will be communicated with parents/carers. The SENDCo regularly updates the SEND Register and children are added and removed depending on the level of support they require for their needs to be met. When a child is on the SEND Register, they will be supported through a One Page Profile (OPP) and a Provision Map. Class teachers will update these regularly and they will be shared electronically with parents/carers every term. These documents allow staff to record, monitor and evaluate the interventions and support that is in place and the impact it is having. Short-term targets are written, based on the child's identified needs, and support is implemented to support progress in these areas. 

	The SENDCo meets with class teachers regularly to discuss the needs of children in their classes, update the SEND Register and SEND Monitoring List and review the effectiveness and/or adjustments of provision. The SENDCo and Head Teacher also meet regularly to discuss the SEND register and current areas of need.
How are Adaptations Made to the Curriculum and Learning Environment of Children with SEND?	Staff 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. High Quality Teaching and formative assessment are embedded in our daily teaching practice. This might take the form of smaller group work with an adult, extra adult check-ins, scaffolded learning, adult support to start off the task or resources used such as coloured overlays, pencil grips and sensory supports etc. We use visual supports, sometimes dual or triple coding of new vocabulary, visual timetables and Colourful Semantics. Older children are encouraged to use technology where appropriate and we have class banks of chrome books with a 'talk-to-text' function. We also strive to create dyslexia-friendly classroom environments, adult expertise and resources. Outside we have trim trails, exercise equipment and equipment for balancing and spinning. We are able to provide some quieter spaces during lunchtimes to allow children to access calmer and more structured playtimes e.g. library, board games, book shed. We have an accessibility plan in place and we are fully aware of our obligations to support adults and children with disabilities. Our Catholic ethos is strong and we strongly value and respect diversity and lead by example to our children. 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. 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 the KS2 classrooms involves staircases as we do not have a lift.
How Do We Support the Mental Health and Wellbeing of Children with SEND?	At St Dunstan's, we have a Relational Practice ethos. Relational Practice is our deliberate, whole-school commitment to building and maintaining meaningful human relationships. It is about creating an emotionally safe environment rooted in: 'I see you, I know you, I accept you'. We use various social development programmes, such as Lego Therapy and ELSA, to support with social, emotional and mental health development. We have found that there is no substitute for live modelling and feedback and all of our staff are trained and regularly upskilled in this. The adults in the classroom and on the playground know the children well, so potential issues can be immediately spotted and talked through. We follow the restorative justice method of incident resolution. We may use the Inclusion Room or Rainbow 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 and sustaining friendships. Teachers can support children to buddy up and play together in the Inclusion Room, with varying degrees of facilitation.

	All children in school are encouraged to talk about any worries or questions with an adult in school. They also have access to private worry boxes around school. We monitor wellbeing very closely. At the weekly briefing, staff are told about vulnerable children to look out for that week and to give extra special care. Children also work collaboratively through the pupil voice committee. Bullying and racist comments are not tolerated. All staff robustly unpick and challenge any behaviour that causes concern seen around the school and directly follow our school behaviour systems. Members of the Pastoral Team monitor children's wellbeing and work hard to cultivate relationships with vulnerable children and their families. The Head Teacher and Senior Leader for Inclusion and Welfare 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 wellbeing. There are talks offered throughout the year that cover topics such as resilience and emotional regulation. These are carefully planned so that parents/carers can feel empowered to support their children with these topics. It also means children can be supported by consistent approaches at school and at home. Emotional regulation is part of our school curriculum and is taught at various times through the school year. It may relate to specific times, such as SATs or transition periods, or be responsive to current experiences. We use Zones of Regulation as a tool to support children's understanding and expression of emotions, as well as identifying strategies to use in the moment.
How Do We Work Collaboratively with Parents/Carers of Children with SEND?	Our culture at St. Dunstan's is one where face-to-face contact with teachers is encouraged. Parents can email the School Office to request a phone call or a meeting if their query is lengthier or requires more privacy. Parents are encouraged to make an appointment with the teacher in advance so that adequate time can be given to discuss a concern or query. We also encourage parents/carers to inform the teachers, via the School Office, if there has been or are any upcoming events that may impact the child's emotional wellbeing, learning or focus in school. If it is deemed necessary, parents/carers may be updated about their child's day by telephone, email or in person. Teachers have contact with parents of children with additional needs to feedback about progress, during the two parent teacher meetings held in the Autumn and Spring terms. Separate appointments to this can also be requested if a lengthier meeting is deemed appropriate. Every term, parents/carers receive detailed updates about the adjustments, interventions and provision in place via a One Page Profile (OPP) and Provision Map. We signpost parents to agencies, charities, websites and new SEND developments via our half-termly newsletter. Typically, parents/carers of children with additional needs may have more involvement in their child's journey through the school. For example: • Where a referral to specialist agencies is required, parents are fully involved in referrals, discussions and consultations. • We use the Surrey Ordinarily Available Provision (OAP) document to consider approaches, SEND provision and EHCNA applications where necessary.

	• For children who are supported with an EHCP, we hold collaborative Annual Review meetings to ensure the voices of the parent/carer are clear and heard when it comes to updates, outcomes and transition preferences. • 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.
How Does the School Involve External Professionals in Meeting the Needs of Children with SEND and their Families?	St. Dunstan's, as any school, has a standard quota of support offered from specialist services that are accessed through Surrey SEND Team. We like to be proactive and use these systems to put in robust support, adjustments and interventions before using this quota to access further professionals. If a child is receiving SEND Support but is not making expected progress, the SENDCo may decide to access external professionals. When additional expertise is required, the school may work with external professionals, such as: • Specialist Teachers of Inclusive Practice (STIPs) • Speech and Language Therapists (SaLT) • Educational Psychologists (EPs) • Occupational Therapists (OTs) • Physical and Sensory Support (PSS) • Health Professionals • Primary Mental Health Team (PMHT) Each year, we have termly planning meetings with STIPs, SaLT and OTs to discuss children who may need further support. They can share resources, approaches and training through consultation with the class teacher. Sometimes, external professionals are able to offer anonymous advice about a general or specific topic. Where the child is directly named, we would always seek parental permission. Voluntary organisation support is also sign-posted and offered to parents such as Family Voice, Barnardos and SEND Advice Surrey. We have a number of well-established relationships with adults within health and social care and we liaise with the Primary Mental Health Team (part of the Surrey Partnership Team) regularly. Health and social care may also be directly involved if necessary.
How do we Support Transitions Through Different Stages of Education?	The transition into Reception involves meeting with parents and Nursery settings for all children. When a child is identified as having (or potentially having) SEND needs, the SENDCo will visit to meet the child in their setting. A thorough handover will happen with the adults who know the child well and all relevant paperwork and strategies will be discussed to ensure a smooth preparation for 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 at least 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 may also be provided to help prepare the child.

	Support with moving to another year group is 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 relationship and to become familiar with their new surroundings (extra visits to the class, stories or activities with the adults, and a chance to talk to children in that year group.) We manage a careful balance of preparation, without causing more anticipation or worry. We may also ask parents/carers to prepare their child in particular ways such as talk through any big changes. The SENDCo will prepare Transition Passport Booklets to support children to be excited and positive about their new school year. 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/carers are informed of the process of application. Parents/carers are asked whether they have a preference for mainstream secondary education or specialist provision. This is noted along with the thoughts shared by the SENDCo and any other relevant professionals. We have a close relationship with our catchment secondary school, St John the Baptist - https://w.sjb.school/ - and we talk through our children with additional needs in Year 6, or sometimes earlier. All children have visiting days but extra days may be available, as determined by St John the Baptist, for some vulnerable learners. At St. Dunstan's, we ensure there is a thorough handover to all secondary schools. Updated One Page Profiles and Provision Maps are shared confidentially with the Secondary school. All children have a talk about what to expect and careful transition work is completed in the Summer Term of Year 6. Parents/carers can also visit and talk directly to the secondary SENDCo team. Any SEND records of referrals or diagnosis/ reports are shared confidentially with the new setting.
What is The Procedure For Handling Complaints From Parents/Carers Of Children With SEND About The Provision Made At School?	In the first instance, if a parent/carer has a concern, they are encouraged to speak to the child's class teacher. As they are with the child every day, the class teacher will be able to discuss concerns, answer any questions and shed light on the child's experiences through the school day. If the matter cannot be resolved at this stage, the SENDCo, Year Lead or Assistant Head may become involved. If appropriate, a meeting will be arranged to discuss the nature of the concern and agree on the next steps. If concerns remain unresolved, parents/carers may follow the school's complaint procedure, which is available on the school website: St. Dunstan's Catholic Primary School - Policies Further information to support children with SEND can be found at Surrey SEND Local Offer: Local Offer parents and carers - Surrey County Council Parental support can also be found at SEND Advice Surrey: SEND Advice Surrey
Further Information	Additional Surrey specific information about SEND support can be found through the Local Authority Local Offer - Local Offer parents and carers - Surrey County Council - which provides details about services and support available for children and young people with SEND. Additional school documents include: • the SEND Policy • the SEND Procedures • our Accessibility plan

	• the Behaviour Policy which can all be found on the school website. Please note: larger font, coloured background or paper copies can be requested by contacting the school office.
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