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Leader:	Heidi Hollis
Link Governor:	Maria Artingstoll

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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

At Dunkirk Primary School we support and value the abilities of 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.

Dunkirk Primary School adopts a 'whole school approach' to special educational needs. All staff make reasonable adjustments to enable all children to have full 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.



Objectives

The objectives of our SEN policy and practice in this school are:

- to identify, at the earliest possible opportunity, any barriers to learning and participation for pupils with SEN.
- to make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- to work in partnership with parent and carers to gain a better understanding of their child and involve them in all stages of their child's education.
- to seek and respond to pupil's views and value their contribution when making decisions concerning their education.
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- to ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Responsibility for the Co-ordination of SEN Provision

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 Code of Practice (2014), the Local Education Authority and other policies current within the school.

The named responsible person on the Governing Body is Mrs Maria Artingstoll. The SENCo is Mr Paul Lowther. Trudi McWilliams is also a part of the SEN team.

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

Role of the Governing Body.

The governing body challenges 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 governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

What are Special Educational Needs?

Definition of special educational needs

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 CoP 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 which will include not just the special educational needs of the child or young person 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



We use our best endeavours to secure **special educational provision** for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum to better respond to the four areas of need identified in the new SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Identification, Assessment and Provision

Definition of special educational provision

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 CoP 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 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 Mrs Alison Kendall.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done as part of Dunkirk's graduated response. 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. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better 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 help children with special educational needs, we carry out a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and provision map and the SENCo will have 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. **Additional Support** will then be put in place and monitored for a period of up to 6 - 12 weeks. If no progress is noted after this time the child **may** be added to the school SEN register and will receive **Enhanced Support**. The class teacher after discussion with the SENCo will then provide interventions/support that are additional to those provided as part of the school's adapted curriculum and the child will be given individual learning targets which will be recorded on an Individual 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.



Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

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.

The Nature of Intervention and Support

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Adapted learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCo; or, with TA support or other specific interventions. Details of which can be found on our website;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.



After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCo and they will have specific time slots to discuss individual targets and progress with the SENCo on termly basis.

Links to Support Services and 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 Outreach
- Behaviour Support Services
- Social Services
- Speech and Language Service
- Specialist Outreach Service
- Occupational Support Service
- Mental Health Service
- Hearing Impaired Service
- Visually Impaired Service
- Community Paediatricians
- Parent Partnership

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.



Monitoring and Evaluation

The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCo is also involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings

School Request for an Education Health and Care Plan

A request will be made by the school to the 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;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

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.

Pupils with an EHC Plan (or Statement of Special Educational Needs)

Once a pupil has an EHC plan (or has a Statement of Special Educational Needs – pre September 2014), 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 (or Statement) 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 (Statement) 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

The Nottingham City Local Offer



Local Offer for children with Special Educational Needs and Disabilities (SEND)
Nottingham City Council offers help and support to children and young people with Special Educational Needs and Disabilities (SEND) by bringing together all of the information on services and support in one place – their Local Offer website;
www.nottinghamcity.gov.uk/localoffer

Here you will find everything you need to know about:

- Health, such as doctors, nurses and therapists
- Education, such as schools, colleges, playgroups and child-minders
- Support groups
- Leisure activities

This is the 'one stop shop' giving you all of the information you need to make decisions for your family.

On this page you can use the search engine to look for services and organisations that offer specific services to disabled children and young people. There is also useful information regarding Education, Health and Care Plans and Direct Payments and Personal Budgets. Please visit this page regularly as information will be updated.

Would you prefer a paper copy of the Local Offer? Contact the Families Information Service on Tel: 0800 4584114, and they can provide you with a customised document listing the services most relevant to your needs.

In Service Training (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.

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.

Links with Other Schools

The SENCo attends regular network meetings to share advice, updates on future initiatives, training and development activities and expertise. Liaison is made between secondary schools to which children with special educational needs will be attending in the new school year of September, during the summer term.

Transition

How will the school support the transition of my child on admission to the school, moving on to the next class or key stage and in preparation for the new school or setting including adulthood?

In addition to our usual admission procedure, arrangements will be put in place to support the admission of pupils with SEND. These are based on the individual needs of the child but include;



- Visiting previous setting/ school or home
- Staggered admission to allow school time to assess needs, meet professionals, assess provision and meeting safety needs
- Meeting parents and any professionals involved in supporting the child in order to gather information around the child's needs
- Identifying and allocating, where appropriate, suitable resources, adaptations and staffing
- Parents attending school with the child to support transition
- Holding early meetings to share information and discuss targets and progress
- Inviting the family for a personal school visit to familiarise them with the environment, staff and other pupils

School may be able to seek extra funding prior to admission, should there be a need for additional support. Paul Lowther (SENCO) provides additional admission/transition support for children and parents/carers.

Transition practice across year groups/key stages follows the same procedure. For some children a personalised story/picture book is made illustrating the changes they will meet in their new class. For those children with SEND transferring to secondary school, we liaise with the new teachers and where appropriate arrange accompanied visits with a teaching assistant prior to the end of the school term.

Accessibility

This links to the Dunkirk Primary School Accessibility Plan Statement.

How accessible is the school – indoors and out?

- The Highfields campus is fully and Abbey campus partially wheelchair accessible
- There are disabled changing/toilet facilities on both campuses
- The school requests additional equipment required to enable pupils to access the school/curriculum through the Local Authority Special Educational Needs Team
- There is a disabled access with ramps and handrails into the school at both campuses.
- A disabled toilet facility is available in all buildings on both campuses and doors are wide enough to ensure wheel chair access

The age and nature of the buildings at the Abbey campus are such that access will always be more limited, in comparison to the Highfields campus.

Complaints Procedure

The first point of contact if a parent wishes to discuss concerns is the class teacher or SENCO. We value the partnership between parents and staff but should a problem arise, parents are asked to discuss this fully with a member of the Leadership Team. Any complaints will be treated in accordance with our complaints procedure and the same time lines will be adhered to. If a parent or carer still has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher, who will be able to advise on formal procedures for complaint.

For further information please refer to the Complaints Policy.



DUNKIRK PRIMARY SCHOOL

SEND Policy

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.