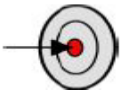


<p>Key people</p> 	Headteacher:	Mrs S. Bailey
	Deputy Headteacher:	Mrs K. Wong
	SEN Co-Ordinator's:	Mrs K. Wong
	Designated Mental Health Lead:	Mrs S. Bailey
	Governor responsible for SEND:	Mrs M. Strothers
	Governor responsible for Safeguarding:	Mrs M. Strothers
	School Nursing Team	Manchester North Nursing Team mft.school-nurses-north@nhs.net
<p>Purpose</p> 	<p>The purpose of this document is to provide information to parents and carers about the implementation of the SEND code of Practice 2015 at St Dunstan's RC Primary School.</p>	
<p>Aims and objectives</p> 	<p>St Dunstan's is a mainstream Catholic Primary School with an inclusive ethos. Our school provides a unique and creative learning environment which ensures that all our children are nurtured and stimulated to achieve their full potential within a happy, safe caring community. School plays a vital role in recognising and providing for children with special educational needs. It has the responsibility to ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.</p> <p><u>Aim</u></p> <p>Every child at St Dunstan's is valued and encouraged to contribute to the life of the school. Our aim is to provide a stimulating and structured learning environment which offers equal opportunity for all. Our curriculum is based on the National Curriculum and is adapted to meet the needs of the child, therefore enabling everyone to make progress and achieve their personal best.</p> <p><u>Objectives</u></p> <p><i>1. To identify and provide for children who have special educational needs and additional needs:</i></p> <ul style="list-style-type: none"> • The school provides for the learning needs of all children, including those with SEND. • Teachers plan an inclusive curriculum with the needs of individual children in mind. • Resources used are appropriate to the needs of the children. • The school consults with outside agencies for further support in identifying special educational needs. This liaison is made through the SENCO. <p><i>2. To work to the guidelines set out in the Code of Practice:</i></p> <ul style="list-style-type: none"> • The Code of Practice sets out the processes and actions to be taken at all stages of special needs. • All members of staff are aware of the Code of Practice and are aware of their own responsibilities. • A copy of the code of practice is always available to staff. 	

	<p><i>3. To operate a holistic school approach to the management of special educational needs:</i></p> <ul style="list-style-type: none"> • To develop the full potential of all the children we run a coordinated approach to special needs linking all resources. • The views of the children are sought to inform their one-page profiles and their voice is taken into account. • Parents have a vital role to play in supporting their child's education and we aim to work alongside them hosting termly coffee mornings and offering additional teacher or SENCO meetings for those children with SEND. <p><i>4. To provide a Special Educational Needs Coordinator who will work with the SEN inclusion policy:</i></p> <ul style="list-style-type: none"> • The SENCO is responsible for the day-to-day operation of the SEN policy and information report. • St Dunstan's have a named SENCO. <p><i>5. To provide support and advice for all staff working with special needs children:</i></p> <ul style="list-style-type: none"> • All teachers are teachers of special needs and are responsible for meeting those needs within the classroom. • Teachers and support staff should be informed about the nature of the child's needs. • Teachers should have access to support and advice within school and from outside agencies where appropriate. • Training is provided to improve teacher's abilities to identify, assess and provide for pupils with special educational needs. <p><i>6. To develop and maintain partnerships with parents:</i></p> <ul style="list-style-type: none"> • We actively inform and work closely with parents when planning for their children's provision. • Parents of pupils with SEND are given dedicated meeting time with the child's class teacher to discuss progress. This happens termly. • We encourage parents to be actively involved in their child's education and general development through discussions and planning. • Children are formally assessed termly, and parents are sent APDR cycles to review the provision the child has received. • Resources are available for the implementation of the school curriculum.
<p>Our School</p> 	<ul style="list-style-type: none"> • St Dunstan's RC Primary currently has 256 children on role (September 2026). • Currently, there are 24 children on the SEND register (12%) with a range of needs from universal to specialist. • Currently, 17 of our children (6%) have an EHCP and have significant or complex need that requires support over and above in class provision. • Our current main area of need is Speech, Language and Communication. • 7pupils on the SEND register have access to our informal SEND resourced provision, The Hive. <p>School Statistics: Total 34 (12%) / School Support: 17 (12%) / EHCP: 17 (6%)</p> <p>National Statistics: EHCP (E) 4.8% School Support (K) 13.6%</p>

The SEND Team



Mrs Wong is our School's Coordinator of Special Educational Needs (SENCO) she is a trained teacher. She regularly attends training, including termly SENCO networking meetings and keeps up to date with academic research around SEND. We also have our Headteacher, Mrs Bailey, who is on our SEND team and who has undertaken the NASENCO (The National Award for SEN Coordination) qualification.

Feedback is always appreciated, and Mrs Wong would be happy to listen to your views about SEN support and help in any way possible. Please contact us on senco@stdunstansrcps.co.uk if you would like to offer feedback or request a meeting.

The SENCO is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities.
- Overseeing a continuous cycle of quality assurance and development in inclusion.
- Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting.
- Liaising with other professionals who may support your child such as speech and language therapists or physiotherapists.

Special Educational Needs and Disabilities



At St Dunstan's RC Primary School, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN code of practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

We work to the Special Educational Needs and Disability Code of Practice (0-25 years) 2015, which states that:

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

A child has a learning difficulty or disability if they:

"Has a significantly greater difficulty in learning than the majority of others of the same age; or

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions."

As stated above, the Special Educational Needs (SEND) Code of Practice: for 0 to 25 years identifies four broad areas of Special Educational Needs and we use these within school to categorise of SEN.

1. Communication and Interaction

Children may have a delay or disorder in one or more of the following areas:

Attention / Interaction skills

- May have difficulties ignoring distractions.
- Need reminders to keep attention. May need regular prompts to stay on task.
- May need individualised motivation to complete tasks.
- Difficulty attending in whole class.
- Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding / Receptive Language:

- May need visual support to understand or process spoken language.
- May need augmented communication systems. Frequent misunderstandings.
- Repetition of language and some basic language needs to be used to aid their understanding.

Speech / Expressive Language:

- May use simplified language and limited vocabulary.
- Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system.
- Grammar /phonological awareness still poor and therefore their literacy can be affected.

2. Cognition and Learning

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem- solving and concept development skills
- Fine and gross motor skills
- Independent learning skills
- Exercising choice
- Decision making
- Information processing

May have difficulties with the skills needed for effective learning such as use of:

- Children may have a specific learning disability such as dyslexia, dyscalculia or dyspraxia.

3. Social, emotion and mental health difficulties

May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties (ADHD)
- Anxiety and depression
- Attachment disorders
- Low self-esteem
- Issues with self-image

4. Sensory and/or physical needs

These pupils may have a medical or genetic condition that could lead to difficulties with:

- Gross / fine motor skills
- Visual / hearing impairment
- Accessing the curriculum without adaptation
- Physically accessing the building(s) or equipment.
- Over sensitivity to noise / smells / light / touch / taste.
- Toileting / self-care.

We are also very much aware that a child's ability to learn can be affected by a number of other factors:

Attendance and Punctuality

- Poor attendance and/or punctuality may play a significant part in a child's rate of progress.
- Children who do not attend school cannot hope to learn.
- Teachers are vigilant about poor attendance, and follow procedures which detail the steps to follow for poor attendees.

Health and Welfare

The health of a child is a contributory factor to their wellbeing and ability to concentrate and learn. The class teacher will discuss any early issues with the child's parent. Any concerns about speech, vision, hearing or other medical problems are shared with the SENCo, who can, following the discussion with parents, arrange for outside assessments where appropriate.

Child Protection and Safeguarding

- Issues surrounding the wellbeing of the children outside school may necessitate the referral of the child to the Child Protection Agencies.
- The class teacher should report these concerns to the SENCo or directly to the executive headteacher/head of school/designated safeguarding leads and follow the schools' safeguarding procedures.

Identifying and Assessing Need



At St Dunstan's, we work closely as a team and if staff have a concern about a child. A child will then be placed on the monitoring register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



- After a period of 6-8 weeks, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets, your child is working on and the support they are receiving.
- Children will be monitored closely; this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.
- Some children may require more support than is ordinarily available and we may ask
- outside agencies to support us in ensuring that we are offering the best support we can.

Our Graduated Response



Early Identification

On entry to school the class teacher assesses all children using their baseline assessments. Any children who under attain on this assessment are highlighted at this stage. Children are monitored by staff over the first term. There is a graduated process that children move through before they are deemed to have Special Educational Needs. School feels it is very important that children are carefully assessed before they are placed on the SEN register as there could be additional needs acting as a barrier to their learning, which need to be addressed in the first instance.

The initial concern stage is when a class teacher identifies an area of a child's education in which they are not progressing at the average pace of their peers. The information to support this concern is obtained from a variety of sources.

- Observation of pupil in the classroom / playground
- Evidence of achievements to date through teacher assessments
- Parental views
- Previous school records/information sharing
- Child's own views on achievements
- Medical history
- Attendance data

What can the class teacher do if they have concerns about a child?

You may find the following questions useful as a guide to gaining the sort of information you may need. The information included should provide the basis for discussion as to the appropriate action, resources, and future provision for the child.

- Area of concern/areas in need of support
- Why are you concerned about a child?
- What are the learning difficulties or behavioural problems giving rise to this concern?
- Describe these as accurately as possible and provide examples.
- Which broad area of need is the priority area?
- How do they learn best?
- Do they enjoy practical activities?
- Does he/she respond better orally than when reading or writing?
- Strengths and interests
- What does he/she enjoy doing in school? Out of school?
- What are they good at?
- What are their interests?

Parental involvement

- What is the parent's involvement?
- In what ways have you involved parents in this child's education?
- Does the parent come into school when invited?
- What have you already tried?

Social/emotional development?

- Are they happy at school/home?
- Do they show any unusual social behaviour?
- Do they have specific and or any friends
- Do they struggle with peer/social relationships
- Cares for others etc
- Further assessment
- Is any further assessment necessary? If so, who will do it/organise it?
- Boxall profile.

	<p>We might consider: Reviewing our classroom organisation and working environment</p> <ul style="list-style-type: none"> • Curriculum planning • Matching task to child • Strategies to bypass literacy difficulties • Co-operative learning experiences • Supportive grouping • Concrete experiences • Reinforcement activities • Time to complete tasks • Additional adult support - support staff, SENCO, Parent helpers, TA groupings • Parental partnership - home/school contact book, parental consultation book • Additional resources • Agreed school strategies for behaviour etc. <p>Alongside the parents, a plan of action will be decided upon to meet the priority need of the child within the school. If the need is deemed to be of a health nature, then the relevant authorities will be informed by the SENCO, once permission has been gained from parents. Once the recommendations have been implemented for a term, progress will be evaluated. The SENCO, pastoral lead and the class teacher will decide whether the child has additional needs or special needs, or both, and action will be taken to meet the needs accordingly. When a child is considered to require additional special need support, the class teacher, along with the senior leadership team, map out the provision that the child requires.</p> <p>This is then documented on a provision map. The progress of the children is then closely monitored by the class teacher and the SENCO. At this time the following systems are maintained:</p> <ul style="list-style-type: none"> • Recorded evidence of parental consultations / possible involvement • Early Help Form • Recorded evidence of Education Psychologist/other agency involvement • Increased levels of support from the schools' own resources • Provision map put into place
<p>EHCP</p> 	<p><u>Request for an Education, Health, Care plan</u></p> <p>For a few pupils the help given through schools may not be sufficient to enable the pupil to make adequate progress. It is then necessary for the school in consultation with the parents and any external agencies to consider asking the LA (Local Authority) to initiate a statutory assessment of the child. As a result of the assessment, the LA will then decide whether an Education Health Care plan is required.</p> <p><u>Education, Health Care plan</u></p> <p>If a child who meets the level criteria set out in the LEA guidelines is granted an Education, Health Care plan, then specific objectives are set down for the school and other agencies to work to along with additional funding. A list of support services and systems is identified, and it is to be decided by the family and professionals involved, how to best use the additional money provided, to meet the child's needs. Provision maps remain in place which consider these additional support systems. An annual review is carried out by the SENCO, to which all parties are invited to attend and contribute. Following the Annual Review, the LA will decide as to whether the plan should be maintained, modified or cease.</p>

Our approach to teaching children with SEND



At St Dunstan's, SEND is everyone's responsibility. Every teacher is a teacher of SEND. Teaching assistants work alongside our teachers and are a valuable member of our team. We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups. Teachers adapt their teaching to cater for their pupils' needs and plan individual timetables where necessary. We also offer 'Early Bird' targeted interventions, which are invite-only and provide pupils with the opportunity to access interventions before school.

Monitoring children's progress:

Children's progress is monitored carefully. Children's progress is assessed throughout the term and discussed in pupil progress meetings. APDR cycles are shared with parents. The SENCo monitors the children's progress through provision map monitoring, Boxall monitoring, pupil interviews, data analysis, lesson observations and book scrutiny.

Record keeping:

It is important to maintain accurate records to both support children during their time at St Dunstan's and when they leave. We keep records detailing all information regarding children receiving additional SEN support. These files are accessible to class teachers and are shared with parents termly.

- Contain provision maps for all children receiving additional SEN support
- When appropriate, contain Boxall profiles

These files contain information of a confidential nature, and are kept in a secure place.

Working with parents:

The school is often the first point of contact for parents. Parents should be fully involved in school action for their child. It is important to have a positive relationship with parents, who may find the issues around SEN difficult to accept or comprehend. This is an essential part of our work and is given priority. We make every effort to involve them in all our plans and decision making. Full reports are given about the child's progress and achievements. We have expectations that children should work with their parent's and expect that they follow the same homework policy as for all children.

Access to the curriculum:

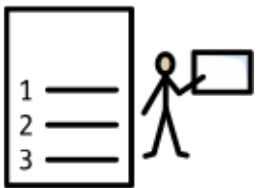
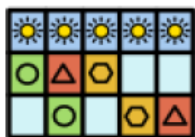
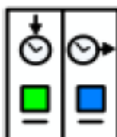
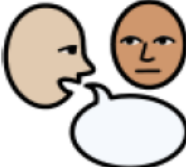
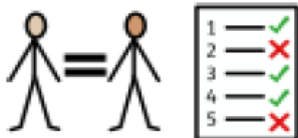
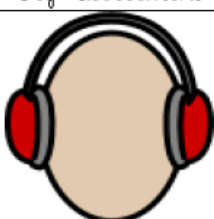
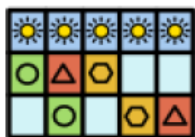
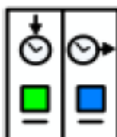
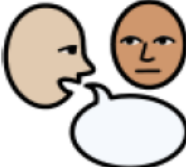
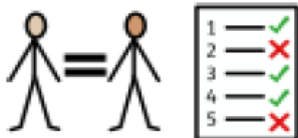
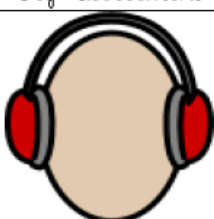
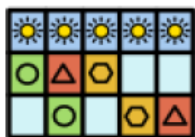
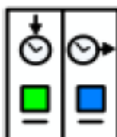
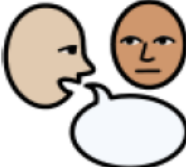
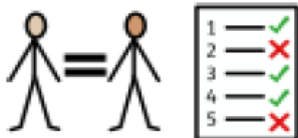
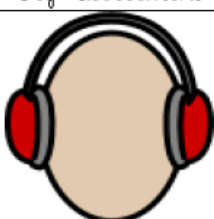
Additional support is essential to ensure the children have access to the entire curriculum. For example, the use of technology and school trips are used to extend their understanding. When recording their ideas the children have access to adaptive technology which, if necessary, enables them to record their thoughts and ideas in a variety of ways.

The Environment



Accessibility of the environment

Whilst the school has wide corridors and doors, the building is not fully accessible. Classrooms are split across two levels and there is one ramp in school which facilitates access to the main to the playground but not the upper floors. There is a disabled toilet that is situated in reception. The Hive space has a separate point of access and is fully accessible.

<h3>Curriculum Adaptions</h3> 	<table><tr><td></td><td></td><td></td></tr><tr><td>Visual timetables</td><td>Task boards</td><td>Peer mentoring</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Assistive technology</td><td>Talk partners</td><td>Peer marking</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Self-assessment</td><td>Word banks</td><td>Positive behaviour</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr></table>				Visual timetables	Task boards	Peer mentoring				Assistive technology	Talk partners	Peer marking				Self-assessment	Word banks	Positive behaviour				Ear defenders	Timers	Explicit instruction
																									
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<h3>Parent Consultations</h3> 	<p>We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice from outside agencies as and when the need arises.</p>																								
<h3>Child Consultations</h3> 																									

Evaluating Progress



The SEN Register is a fluid document: pupils can be added or removed from the register as necessary depending on their needs. Pupils on the SEN register will receive provision, which is different from, or additional to our mainstream universal offer. Your child's progress will be reviewed regularly so we can evaluate how their needs are being met. Baseline assessments are carried out throughout the year in each year group. Children's individual progress towards their targets is reviewed every term by the class teacher. The impact of interventions is monitored and reviewed at regular intervals. Records of all interventions are kept for each year group and are added to the whole school provision map. Annual reviews for children with Education Health Care Plans take place to assess progress towards specific outcomes. SLT review progress and areas of concern during Pupil Progress Meetings. All provision is monitored by the SENDCO.

Staff Training



At St Dunstan's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. Some of our staff have completed training in the following areas:

Therapeutic Play	Lego Therapy	Child Development	Bucket time
Autism	De escalation	Phonics RWI intervention	Team Teach
Specific Learning Difficulties	Trauma	Nurture support	Speech and Language

When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

SEN Unit 'The Hive'



What is the SEN Unit and who is it for?

'The Hive' is an informal SEND Inclusion Unit based at school. It provides a pathway for children with ASC and/or children with additional learning needs.

What provision do the children receive?

All the children are assessed and provided for on a basis of individual need. Each child has an APDR and targets which are reviewed and revised each term. Each child receives:

	<p>-Individualised or small group teaching time working on personalised programmes in English and/or maths.</p> <p>- Participation in programmes devised by the speech and language therapists and delivered by provision staff.</p>
<p>Transitions</p> 	<p>Reception Information about EYFS children is gathered from our school Nursery (if they attend) or pre-school settings. Parents are invited to a new starters evening to meet the staff, and EYFS children are welcomed for transition day sessions during the summer term.</p> <p>End of Year transition When children move up a year, for children with SEND, we will provide a transition booklet which includes photos of the teacher and classroom environment. We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share ISP targets.</p> <p>Secondary Transition St Dunstan's works closely with local high schools to ensure children with SEN have a suitably structured transition. There is enhanced transition arrangements in place with our local 'feeder' secondary school, St Matthew's, and a member of staff spends time in the Year 6 classroom on a bi-weekly basis. All children have a transition day at their chosen school and high school staff run transition sessions within school. The SENCO liaises with the high school to organise extra transition visits for SEN children where appropriate. The SENCO will communicate with receiving schools about SEN children's specific needs and will pass on relevant SEN records.</p> <p>Mid-Year new starters When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. St Dunstan's encourages children who are joining the school to visit their new class, when possible before starting. This allows children the opportunity to meet their teachers and classmates and can make transition easier. Where possible, school will speak to or visit the child's previous setting to ensure important information is shared before the child starts.</p>
<p>Clubs and Trips</p> 	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. Class MP, Sport's Leaders etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p>
<p>Complaints</p> 	<p>Complaints Procedure At all times every effort to maintain the appropriate provision for a child's education is made. However, there may be times when parents feel unsure or unhappy with this provision. It is every parent's right to seek further information with regard to their child's education if they are unhappy with the way in which it is progressing or uncertain as to the level of support they are receiving. At these times, parents should first discuss their concerns with the class teacher.</p>

If you are unsatisfied that your concern has been addressed, then parents should make an appointment to speak to the SENCO or Headteacher who will then be able to give more information and support:

Mrs. K Wong SENCo and Deputy Head

Mrs. Bailey, Headteacher

If parents are not happy with the response, then the governors can be contacted through the school office.

Tel. 0161 681 5665

Email: admin@stdunstansrcps.co.uk

How can Parents address their concerns effectively?

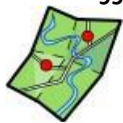
1. Make a note of the following:

- Why are you concerned about your child?
- What are the learning difficulties or behavioural problems giving rise to this concern?
- Describe these as accurately as possible and provide examples.
- Is his/her attendance good?
- Is there any medical information school need to know about?
- Have they previously had other agency involvement?

Make an appointment to come in school and share the concerns with the class teacher

If after a plan has been implemented, or you are still not satisfied with the recommendations by the class teacher, then you can make an appointment to meet the SENCO to discuss the concerns further.

Manchester Local Offer



Who outside of school can I turn to for advice and support?

Manchester EHCP Team	sen@manchester.gov.uk
SENDIASS Free, impartial advice and support for parents and young people with SEND.	sendiass@manchester.gov.uk info@iasmanchester.org 0161 209 8356
Text chat support Post diagnostic service for ASD/ADHD Social care support	07507 329954
Early Help	earlyhelpnorth@manchester.gov.uk 0161 234 1973

Contact details for a range of professionals and services are available here on the Manchester City Council Local Offer:

<https://www.manchester.gov.uk/schools-education-and-childcare/special-educational-needs/our-local-offer-for-children-and-young-people-with-sen-and-disabilities>

Please contact the SENCO if you have problems accessing the website.