



# **SEND Policy**

## **C19**

**Dolphin School Trust**  
**inc. Noah's Ark Nurseries**

Reviewed by:	Lucy Price (Headteacher) & Lisa Absalom (SENDCo)
Last reviewed:	May 2025
Next review:	May 2026

*This policy is written with due regard to changes to the arrangements for Special Educational Needs which came into force from September 2014 with the implementation of provisions from the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code updated 2015).*

## **1. Introduction**

This document is a statement of the aims, principles and strategies for the identification and management of children with special educational needs at Dolphin School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential.

We seek to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically. This policy applies to all pupils including those in EYFS. The School is non-selective at Reception and Nursery entry; external pupils applying for places after this will be assessed before entry. Admission of a pupil with special educational needs is at the discretion of the Headteacher, Mrs Lucy Price. Children who have been identified as having Special Educational Needs and Disabilities (SEND), prior to applying for Dolphin School may have a more detailed review of their suitability for the School. The Head will discuss the needs of the individual child with the SENDCo. If the School is able to meet those needs and the child meets the entry requirements a place may be offered.

## **2. Definition of Special Educational Needs**

The School aims to comply with the current legislative framework, including the SEN Code of Practice 2014, the Disability Discrimination Act (DDA) 1995, the Equality Act 2010 and the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of educational facilities that Dolphin School provides

Many children and young people who have SEN may also have a disability; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' In most cases, disabilities will have lasted or be likely to last for 12 months or more.

### **See Appendix 1: Broad Areas of Need**

## **3. Definition of Disability**

A person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to

carry out normal day-to-day activities

The School aims to ensure accessibility by making reasonable adjustments for pupils with disabilities. Parents are therefore urged to discuss with the Headteacher any reasonable adjustments that would need to be put in place, well in advance of an application for a place at the School. This SEND policy should therefore be read in conjunction with the School's Admissions Policy.

The term Learning Support is applied to the department which oversees the SEND provision at the School, as well as the provision of support for pupils who may be a cause for concern.

The School adheres to the definition of special educational needs. Pupils may receive support on account of some of the following difficulties.

**See Appendix 2: List of Difficulties** (The list is by no means exhaustive).

#### **4. Aims and Objectives 'Every Teacher is a Teacher of SEN'**

Within the Christian ethos of the School, we are committed to offering a balanced and broadly based curriculum, suited to the needs of pupils of different abilities, in line with the *2015 new Code of Practice*. Some children will need learning additional to and different from what is provided for the majority of children; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it. The general aims and objectives of the School and the aims of the Learning Support Department are specifically directed towards those pupils who have been identified as having Special Educational Needs. The Department seeks to ensure that:

- We aim to employ the best practice when devising support for SEND.
- We recognise a continuum of special needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- Early intervention: We recognise the importance of early identification and assessment of children with special educational needs. We aim to address special needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.
- We recognise that responsibility for SEND is a whole-school issue and lies collectively with all staff, supported by the SENDCo and the Senior Team. We aim to equip all staff to effectively meet a wide range of children's needs, and for lessons to provide differentiated activities to meet these needs.
- All children have a right to a broad, balanced and relevant education. We believe that SEND children should be addressed by using a variety of differentiation strategies, and subsequent appropriate interventions to ensure full curricular access for all children.
- We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks and in thinking about the outcomes they would like to achieve. Our SEND provision aims to actively involve children in this process in the light of their age and understanding.

- We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions; we are guided by the parent's aspirations for their child and aim to support them in their child's learning and development. We will fully inform them about SEND provision for their child(ren), and take their views into account in respect of their children's needs through termly IEP and teacher-parent meetings.
- Wherever possible, we work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations, including contextual safeguarding (consistent with KCSIE 2025): recognising that SEND children are more vulnerable, this crucial information enables us to identify and address risks more effectively, potentially preventing harm.
- Staff are trained to recognise how SEND needs may present as, or mask, safeguarding concerns.

#### 4.1 Objectives

The Learning Support Department recognises that:

- Each pupil has intrinsic value and is of equal worth
- The richness and diversity of many cultures, languages and traditions are important aspects of education
- All pupils should be treated with dignity, whatever their age, sex, sexual orientation, religion, ability, appearance, social class or race

We are therefore committed to valuing every individual and aim to promote a secure environment where every child has a sense of belonging within the School Community, can grow in confidence to develop their strengths and improve their weaknesses.

The objectives of the department show a commitment to:

- **The early identification, assessment and graduated provision is available for pupils causing concern.** This is most effectively done by gathering as much information as possible e.g. information from parents, education, health and care services, and early years settings prior to the child's entry into the School. Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo.
- **Monitor the progress of all pupils in order to aid identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they have the best opportunity to reach their potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the school curriculum.** This will be co-ordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the School alone. For example, Education Psychology Service, Speech

Language and Communication Therapy, Occupational Therapy and Child and Adolescent Mental Health Services (CAMHS) if and when necessary.

- **Create a school environment where pupils can contribute to their own learning** by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in School and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the School within the security of each class group. Relationship Time helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through the House System and opportunities for participation in school life (e.g. affiliation with sports teams, fundraising events, extra-curricular activities etc.).

## **5. Prevent Duty**

The School has adopted the Government's Definitions for the purposes of compliance with the Prevent Duty

**See Appendix 3: Prevent Duty** staff should be aware and mindful of unconscious bias towards anyone with additional needs and act appropriately to rectify the situation with pupils and staff.

## **6. Responsibilities**

- The person responsible for overseeing the provision for pupils with SEND is Mrs Lucy Price (Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Lisa Absalom (SENDCo), supported by Miss Christine Rogers.

### **6.1 Roles and Responsibilities of Staff, Pupils and Parents**

The School's SENDCo is responsible for overseeing the learning support arrangements in the School and for monitoring and evaluating the progress and needs of pupils with SEND. However, it must be remembered that all teachers are teachers of children with special educational needs; teaching such children is therefore a whole school responsibility. All staff can access regularly updated Individual Education Plan (IEP) for children in their class with information regarding pupils with SEND on the staff area of the Google drive. Regular discussions also take place in staff meetings to support the ongoing progress of pupils. The SENDCo liaises regularly with the DSL to ensure SEND needs are considered in safeguarding practice, in line with KCSIE."

#### **See Appendix 4: Role of Staff and Governing Body**

- SENDCo
- Governing Body
- Head
- Teaching Staff

## **7. Arrangements for Coordinating SEND Provision**

All teachers are expected to refer to the SEND information available in order to keep fully informed of pupils' strengths and weaknesses and the recommendations for their support.

The SENDCo will hold details of all SEND records such as the SEND Register, Learning Support Profiles and Referral Forms, educational psychologist reports, concern forms, provision materials, strategy/advice sheets and notes for individual pupils.

All staff can access the following documents either in the Learning Support Folder on the Google drive or in the Learning Support Office:

- Dolphin School SEND Policy, including appendices
- A copy of the full SEND Register
- A list of pupils requiring additional examination access arrangements
- Individual Education Plans for pupils in their classes.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to make provision for the individual needs of all pupils.

## **8. Admissions Arrangements**

The School has a published Admissions Policy, which sets out the policy and procedures for admission to the School. The admissions arrangements for all pupils are in accordance with national legislation, including the Equalities Act 2010. This should be read alongside the School's Accessibility Plan, which sets out how we are improving access to the curriculum, premises, and information for SEND pupils.

The School welcomes pupils with SEND, provided that their needs can be met with reasonable adjustments and that their admission is compatible with and not to the detriment of:

- The provision of efficient education for the pupils with whom they will be educated
- The need to maintain academic, musical, sporting and other standards
- The efficient use of resources
- Health and Safety requirements

## **9. Disclosure**

When making an application for admission, parents are asked to set out the nature and extent of any specific learning difference or disability on application, providing copies of all written reports and any other relevant information such as educational psychologists' reports or medical assessments. This is to ensure that the School is able to anticipate the pupil's needs and enable reasonable adjustments to be made and ensure equal access at admission if necessary.

Parents and/or schools are therefore encouraged to discuss with the Headteacher regarding their child's SEND, along with any need for adjustments required during the admissions procedure. This discussion should take place long before starting at the School.

No pupil will be disadvantaged when being considered for admission because of a stated specific learning difference/disability but if parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, and the School is unable to make reasonable adjustments to cater for the pupil, the School reserves the right to withdraw the offer of a place or, if the pupil has already joined the School, to ask the parents to withdraw the child.

## **10. Specialist SEND Provision**

The School is an inclusive school. In our school we support pupils with a wide range of needs. We are committed to whole school inclusion and will seek support and training from external services and agencies where appropriate including specialists such as, an Occupational Therapist, a Speech and Language Communication Therapist, and an Educational Psychologist. All interested parties (parents, specialist providers, Class Teacher, SENDCo etc) will be involved in the decision as to whether the child will benefit from the extra support. This may include 1:1 or small group support. For in school support the SENDCo coordinates the timetables and review meetings with parents. Extra costs regarding specialist therapies are discussed with parents.

## **11. Access Arrangements for Pupils with SEND**

The School site building regulations comply with the relevant accessibility requirements.

Special arrangements can be made, when appropriate and ensuring compliance with Examination Boards directives, during examinations to enable SEND pupils to access examination papers without disadvantage. These may include:

- A Reader
- A Scribe
- Extra-time
- Enlarged papers
- Use of computer including voice to text software
- Supervised rest breaks
- Separate exam facilities
- Movement breaks

### **11.1 Use of a Computer**

The School recognises that for some pupils with specific learning differences a Chromebook may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a Chromebook as their normal way of recording written work where a need has been established and/or its use is recommended by a specialist assessor. Pupils are encouraged to complete a touch typing course. The SENDCo and the Class Teacher will help pupils to establish a daily routine and encourage them to operate in an organised and independent way.

## **12. Identification and Assessment of Pupils with Special Educational Needs**

### **12.1 Identification:**

(See definition of Special Educational Needs at start of policy)

A graduated approach: 'Every Teacher is a Teacher of SEN'

### **Quality First Teaching: 'The baseline of learning for *all* pupils'**

The majority of children will learn and progress within the classroom environment. Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range may have special educational needs.

The decision for intervention and support will be made on evidence that indicates whether an individual pupil's levels of attainment and rate of progress are adequate within the following definition of that term: Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

The School will seek further information from parents and pupils and when appropriate, from external agencies.

In order to support children who have special educational needs the School adopts a graduated response that recognises there is a continuum of special educational needs. The School records the steps taken to meet the needs of individual children. The SENDCo has the responsibility for ensuring that the records are kept. If the School recommends a child for external specialist expertise, it will provide a record of the child's work, a short report and information about the arrangements that have already been made. The School uses three graduated responses:

- Monitor/ Differentiated Work
- School SEND Support
- Request to LA for a Statutory Assessment for an Education, Health and Care Plan

### **12.2 Individual Education Plans**

Pupils who enter the School with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, often following an assessment by an independent specialist assessor, will be provided with an Individual Education Plan (IEP). These documents offer specific strategies which can be applied across a broad range of learning environments.

## **13. Access to the Curriculum, Information and Associated Services**

Every effort will be made to educate pupils with SEND alongside their peers in the classroom. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject, both in school and inset training will be provided to further develop skills and knowledge.

### **13.1 Ensuring Access to the Curriculum for Pupils with SEND**

The SENDCo and Senior Leaders are responsible for:

- Keeping staff fully informed of special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing training and learning opportunities for staff on the subject of SEND and SEND teaching. Ensuring staff members are kept up-to-date with teaching methods which will aid the progress of all pupils including those with SEND.



- Ensuring in-class provision and support are deployed effectively to ensure that the curriculum is differentiated when necessary.
- Ensuring individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements whenever possible.
- Advising or providing supplementary resources for children in the classroom which may support their learning.

#### **14. SEND Support**

Where it is determined that a pupil does have SEND, parents will be advised before inclusion of the individual on the School's SEND Register. The aim of formally identifying a pupil with SEND is to help the School ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the individual grows. This cycle enables identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**See Appendix 5: SEND Support**

**See Appendix 6: The School's Graduated Approach to Meeting the Needs of Pupils**

#### **15. Referral for an Education, Health and Care Plan**

If a pupil has lifelong or significant difficulties they may apply to the LA for a Statutory Assessment. This process is usually requested by the School but can also be requested by a parent. This will occur when the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing the need to plan provision and identify resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting involving the parents, SENDCo and Class Teacher if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care (if applicable)
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set form the basis of the profile. The decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a

decision not to initiate a statutory assessment leading to an EHC Plan through the SEN & Disability Tribunal (SENDIST). The statutory assessment must be done within a given timescale.

### **15.1 Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan will be provided by the pupil's home borough's Education Department, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both the teachers in School, external professionals if appropriate and the parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and pupil. The **Annual Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. The Local Authority will decide if it is to remain in place.

## **16. Monitoring and Evaluating**

The pupils are monitored through:

- Individual Education Plans where appropriate
- Individual tests, class tests, exams, class work and reading records
- Discussions which can take place in staff meetings, arranged meetings and informal discussions
- Informal and frequent liaison between SENDCo, teachers, therapists and teaching assistants regarding children with special needs
- Discussion with parents and the pupil

## **17. Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or any member of the Senior Team who will be able to offer advice on formal procedures for complaint if necessary. Resolution of any concerns will be encouraged to be dealt with in an informal manner, to achieve the best possible outcome for the child.

## **18. In-service Training**

The School is committed to the training and professional development of members of staff. Requests for INSET or training courses are made to the Head for consideration. The SENDCo attends courses on SEND and details of these are passed on to all staff, usually via staff briefings/meetings. The SENDCo will offer in-service training for staff as and when appropriate.

## **19. Links to Support Services**

The School works collaboratively and has built links with external support services, as and when required, in order to fully support our SEND pupils and aid school inclusion

## **20. Working in Partnerships with Parents**

The School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision

- Continuing social and academic progress of children with SEND to enable personal success
- Parental views are considered and valued

The School generally has excellent links with parents. The Learning Support Department, building on these links seeks to involve parents at every level of their child's learning support. Parents are encouraged to contact the School regarding any problem related to their child's progress.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupils needs. The SENDCo may also signpost parents of pupils with SEND to outside agencies where specialist assessment, specific advice, guidance or support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. Parents are invited to meetings and kept up-to-date about the provision for their child.

## **21. Links with other schools**

Many pupils with SEND will have had formal assessments or diagnoses. Through our transition process, we ensure all relevant information is passed on to senior schools. The School provides a summary of support to receiving schools with the parents' permission.

## **22. Implementation of policy in Noah's Ark Nursery school**

Mrs Lucy Price (Headteacher) is the overall Special Needs Co-ordinator for Noah's Ark. In partnership with the Designated SEN person at NA Westside (Claire Tomes) and NA Dolphin (Adam Woodcraft) she is responsible for coordinating and facilitating the support of children with special needs at Noah's Ark Nurseries and

- Will be familiar with the DfE Code of Practice 2001
- Is able to support other staff
- Will work in liaison with Dolphin SENDCos
- Will make links with parents and other agencies
- Will ensure staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding.

The Head of Dolphin School will ensure that no child with special needs is refused a place at Noah's Ark unless their specific needs are unable to be met within the constraints of our physical environment and/or by the staff.

NA Nursery will set high, but achievable targets for children with special needs with staff, parents and children.

NA Nursery will make effective use of any available LEA funding and resources to meet the identified needs of children in NA Nurseries.

## **23. Noah's Ark Staff responsibility**

It is the responsibility of everyone who works for Noah's Ark to

- Know who the appointed SENDCo is.
- Make themselves aware of this policy

- Be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5
- Set high, but achievable targets for children with special needs

#### **24. Early identification and intervention in Noah's Ark Nurseries**

We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs. We monitor progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children. We share all reports on children's progress with parents. We use a graduated approach to identify and meet children's special needs. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review, recording clear strategies for development and progress. We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

#### **25. Mental Health and Neurodiversity**

Dolphin School recognises the growing importance of supporting pupils with mental health needs and neurodivergent profiles. In line with national guidance, we are committed to:

- Promoting awareness and understanding of neurodiversity, including autism, ADHD, dyslexia, and dyspraxia.
- Embedding trauma-informed and emotionally supportive practices across the school.
- Providing access to mental health support through internal pastoral systems and external agencies such as CAMHS.
- Ensuring staff receive regular training on mental health first aid and inclusive strategies for neurodivergent learners.

#### **26. Monitoring and Evaluating Progress**

The school uses a combination of qualitative and quantitative data to monitor the progress of pupils with SEND. This includes:

- Digital tracking systems to monitor academic and developmental progress.
- Termly reviews of Individual Education Plans (IEPs) with measurable outcomes.
- Use of standardised assessments and diagnostic tools where appropriate.
- Pupil voice and self-assessment tools to reflect on learning and wellbeing.
- Regular data reviews by the SENDCo and Senior Leadership Team to inform provision planning.

#### **27. Staff Training and Professional Development**

All staff receive ongoing professional development in SEND, including:

- Annual training on inclusive teaching strategies and Universal Design for Learning (UDL).
- Workshops on unconscious bias, mental health awareness, and assistive technology.
- Access to online CPD platforms and SEND networks.
- Specialist training for staff supporting pupils with complex needs or EHC Plans.

The SENDCo maintains a training log and evaluates the impact of CPD on classroom practice.

#### **28. Pupil Voice and Co-Production**

Pupils with SEND are actively involved in shaping their learning experiences. This includes:

- Contributing to their IEP targets and reviewing progress.
- Participating in pupil-led reviews and feedback sessions.
- Being consulted on reasonable adjustments and classroom strategies.
- Having access to a trusted adult or mentor to support their emotional wellbeing.

## **29. Transition Planning**

The school ensures smooth transitions for pupils with SEND at key stages:

- Early transition planning meetings with receiving schools.
- Transition passports summarising strengths, needs, and support strategies.
- Visits and phased transitions for pupils with high levels of need.
- Collaboration with parents and external professionals to ensure continuity of provision.

## **30. Inclusion and Diversity**

Dolphin School is committed to fostering an inclusive environment that celebrates diversity. We:

- Promote inclusive curriculum design that reflects a range of cultures, identities, and experiences.
- Use Universal Design for Learning (UDL) principles to ensure accessibility for all.
- Monitor the intersectionality of SEND with other characteristics such as EAL, ethnicity, and socio-economic background.
- Challenge stereotypes and promote equity through staff training and pupil education.



## **Appendix 1**

### **Broad Areas of Need**

Broad areas of need are considered to be as follows:

#### **1. Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction.

#### **2. Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. This can include specific learning difficulties which encompasses a range of conditions such as dyslexia, dyspraxia and dyscalculia.

#### **3. Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

#### **4. Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning (SEN Code of Practice, 2014).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Appendix 2**

### **List of Difficulties**

The list is by no means exhaustive.

- Delayed reading development
- Phonetic spellings
- Written work does not reflect good verbal contributions
- Good spelling test results but cannot transfer knowledge to free writing
- Difficulty copying from a board or transfer copying
- Poor handwriting and presentation
- Difficulty learning and retaining sequences such as times tables
- Delayed speech and language
- Difficulties planning, organising and executing a series of movements or thoughts
- Difficulties forming peer group relationships, poor at reading social cues
- Difficulties retaining Maths facts
- Difficulties with concentration and remaining on task
- Difficulties with self-esteem and resilience



### **Appendix 3**

#### **Prevent Duty**

At Dolphin School we believe that children should be given the opportunity to explore the issue of diversity and understand Britain as a multi-cultural society.

Providing a safe learning environment, in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable, will engender an open attitude to multicultural and race issues.

We believe that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief and special need or disability. We will enable teachers to engage children in promoting a positive attitude to others with a focus on shared values, whilst developing a high regard for themselves.

By building self-esteem, children are encouraged to stand firm and be positive about others and not be influenced by any negative peer pressure they may encounter.

Through education we can enable children to think for themselves by providing many opportunities for discussing, debating, researching and questioning set within the context of learning based on sound knowledge and understanding.

"The way we educate our young people shapes the society we will live in. British schools have long been dedicated to encouraging pupils to think for themselves and to think about others, a blend of critical thinking and empathy that is the best inoculation against radicalism and extremism." Russell Hobby NAHT General Secretary 06/11.

## **Appendix 4**

### **Role of Staff and Governing Body**

#### **1. The Role of the SENDCo**

SEND arrangements are coordinated by the SENDCo whose role includes:

- Overseeing the day to day operation of the School's SEND policy and SEND provision;
- Carrying out observations and assessments of individual pupils to help support and provide for them
- Identifying pupils with possible SEND and advising parents how to seek professional assessment when required
- Liaising with parents regarding LS provision and its outcomes and keeping a record of these meetings
- Liaising with the Head to monitor progress of pupils and to identify those in need of learning support
- Liaising with and advising teachers and TAs, offering specialist advice and support so that they can apply targets and make provision for identified pupils
- Coordinating 1:1 and group learning support and where appropriate, delivering this
- Keeping the Head informed about provision, training needs, pupils' needs and changes to statutory requirements
- Maintaining the School's electronic SEND register and IEP and overseeing other records for all pupils with SEN
- Organising and conducting annual reviews for any pupils with EHC Plans
- Chairing and planning multi-agency meetings and IEP meetings
- Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children
- Contributing to and promoting in-service training of staff and networking with other SEND coordinators
- Liaising with external agencies and educational psychologists as required and the schools to which pupils transfer
- Liaise closely with regular visiting professionals such as Speech Language and Communication Therapists and plan timetables
- Contributing to pastoral/academic meetings and staff meetings when required
- Reporting regularly to the Head and School Governors to review the SEND and learning support provision. A review of SEND is included termly at the Safeguarding, Education, Ethos Committee and the minutes of this meeting are presented at the full board termly.
- Attending courses to keep skills and knowledge up to date

## **2. The Role of the Governing Body**

The Governing Body's arrangements for coordinating SEND provision should comply with the legislative framework. Governors are responsible for overseeing School self-review and with the Head will decide the School's general policy and approach to meeting pupils' SEND.

The Governors will ensure that:

- They are fully appraised of the School's SEND Policy
- All Governors are up-to-date and knowledgeable about SEND provision
- SEND provision is part of the School's development plan

## **3. The Role of the Head**

- Ensure that the SENDCo and other staff have sufficient time allocated to carry out their teaching and administrative roles
- Ensure that the SEN Policy is being implemented as described both at Dolphin School and Noah's Ark Nurseries
- Keep the Governing Body well informed about SEND within the School
- Liaise with SENDCo regularly regarding individual children
- Discuss staff training needs with SENDCo
- In discussion with SENDCo arrange sharing of good teaching practice
- Look at resource requests for the Learning Support department

## **4. The role of the Teaching Staff**

As 'Every Teacher is a Teacher of SEN' Teachers should:

- Identify pupils of concern and liaise with SENDCo
- Identify in their mark books all pupils on the SEND Register
- Ensure that they have up-to-date knowledge about the strengths and weaknesses of the SEND pupils in their class and use their 'best endeavours' to meet these pupils' needs
- Direct the support from Teaching Assistants if appropriate
- Discretely, but positively, reinforce the learning of SEND pupils in the classroom, whilst having high expectations of all pupils
- Each member of staff is expected to keep up-to-date with information about SEN children that they teach by accessing IEPs
- Review and write support plans when required supported by the SENDCo
- Liaise with parents of identified pupils as appropriate
- Be aware and mindful of unconscious bias towards any SEND pupil, either peer to peer or from colleagues

## **Appendix 5**

### **SEND Support**

#### **Assess**

When identifying a pupil with difficulties the SENDCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, class teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual are also important and advice from external support services, if available, will also be considered. Any parental concerns will be recorded and compared with the School's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the intervention is being used and is developing and evolving as required. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### **Plan**

When it is decided to provide a pupil with learning support, parents will be informed. Planning will involve consultation between the teacher/s, SENDCo and parents to agree to the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, support that is being provided, any particular teaching strategies and approaches that are being employed and the outcomes that are being sought.

#### **Do**

The Class Teacher and Specialist Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the mainstream classes. They will work closely with Teaching Assistants (if appropriate) and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

#### **Review**

The review process will be used to evaluate the impact and quality of support or interventions. The SENDCo will revise the support in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and Specialist Teachers.

## Appendix 6

### The School's Graduated Approach to Meeting the Needs of Pupils

