

DINGLE COMMUNITY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Next review due:	Spring 2027
Reviewed by:	Governing Board
Signed:	 (Headteacher)
Signed:	 (Chair of Governing Board)
Date:	17 th March 2026

Our Vision:

SEND Vision Statement

Dingle Community Primary School

At Dingle Community Primary School, our vision for Special Educational Needs and Disabilities is rooted in our commitment to ensuring that every child is **Valued, given Opportunity, fully Included and Empowered** to achieve their full potential.

Inclusion is threaded through all areas of school life. It is not confined to provision maps or interventions — it underpins our curriculum, our relationships, our environment and our expectations. We are committed to equity, recognising that fairness does not mean everyone receiving the same, but ensuring that every child has what they need in order to thrive.

We believe that a child who feels heard is a child who dares to dream. Pupil voice sits at the heart of our SEND practice. We actively listen to our children, recognise their strengths, understand their barriers and involve them meaningfully in decisions about their learning and support.

Every child, regardless of need or starting point, has the right to high expectations, aspirational targets and a curriculum that enables them to succeed academically, socially and emotionally.

Guided by the SEND Code of Practice (2015) and the Equality Act (2010), we adopt a whole-school, inclusive approach. We recognise that every teacher is a teacher of every child, including those with SEND. Our staff are equipped with the knowledge, skills and understanding to identify needs early, remove barriers to learning and deliver adaptive, high-quality teaching as the first step in meeting additional needs.

At Dingle, we understand that children with SEND are individuals with unique strengths, experiences and potential. We are committed to:

- **Valuing** each child's voice, identity and aspirations
- Providing meaningful **Opportunities** through a broad, balanced and enriched curriculum
- Ensuring genuine **Inclusion** within every aspect of school life
- **Empowering** pupils to develop independence, resilience, confidence and self-advocacy

We know that early identification and timely intervention lead to the strongest outcomes. Through close collaboration between class teachers, the SENCo, leaders and families, we carefully assess, plan, implement and review provision so that support is precise, purposeful and impactful.

We believe that parents are partners and that pupils should play an active role in shaping their learning journey. Open communication, transparency and shared decision-making are central to our practice.

Our ambition for pupils with SEND is the same as for all pupils at Dingle: to achieve well, to belong, and to develop the knowledge, confidence and essential life skills that prepare them for adulthood and the next stage of their education.

At Dingle Community Primary School, inclusion is not simply about access — it is about achievement, belonging, independence and preparation for life beyond primary school.

We aim to provide every child with access to a broad and balanced and enriched education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Needs and Disabilities Code of Practice 0-25 Guidance (2015).

There is a legal definition of Special Educational Need (SEN):

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 [in any area of need] than the majority of others of the same age.

Such difficulties include:

- Cognition and Learning
- Specific Learning Difficulties
- Social, Emotional and Mental Health needs
- Social Interaction and Communication needs (ASC)

- Speech, Language and Communication Difficulties
- Hearing Impairment
- Visual Impairment
- Physical Difficulties and Medical Conditions

This policy addresses the provision for children with possible or identified special educational needs and disabilities.

Our Aims:

- To ensure that the academic, physical and emotional needs of all pupils are met.
- To ensure that the aspirations for and expectations of all pupils with SEND are high.
- To provide equal opportunities for all pupils at Dingle Primary
- To provide the best possible support for our children with SEND
- To identify as early as possible the needs and barriers to learning for our SEND pupils
- To value the contribution of all our pupils to school life
- To enable all our pupils to participate fully and effectively in lessons.
- To engage with parents and establish a positive partnership.
- To adhere to the guidelines and requirements within the current Code of Practice
- To access appropriate specialist support from outside agencies when necessary
- To ensure all children are protected from maltreatment and prevention of impairment to physical and mental health, ensuring they can grow within a safe and effective environment.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- To ensure that all our staff work collaboratively to understand and meet the diverse needs of our SEND pupils.
- To adopt a whole school approach to SEND.
- To support the families of pupils with SEND and fully involve them in their child's education.

Everyone in the school community has a positive and active part to play in achieving these aims. Children will not be labelled or disadvantaged by any policy or procedure operated in the school.

Roles and Responsibilities

The following staff have specific roles and responsibilities in supporting children with SEND.

The SENDCo is Nichola Heather

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Advocate expectations of high-quality teaching and learning for children with SEND.

- Track and monitor the progress of children with SEND and ensuring that staff demand high expectations whilst having regard for a child's SEND.
- Ensure that staff have appropriate training and support to enable them to provide adaptive teaching strategies to meet the needs of all children, including those with SEND.
- Monitor teaching and learning across the school to ensure that the needs of pupils with SEND are being catered for.
- Manage the school-based assessment and completing the documentation required by outside agencies and the LEA.

The SEND Governor is Wendy Newton

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The Headteacher is Nichola Heather

The Headteacher will:

- Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

All Teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with support staff or specialist staff to plan and assess the impact of support and interventions and how they can be embedded in learning within the classroom.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Ensuring that children's needs are identified at the earliest opportunity and then working through the "Assess Plan Do Review" cycle.
- Participate in reviewing the support plans and individual targets
- Involving the child in conversations and plans about their SEND in a developmentally appropriate way.
- Ensuring that parents are a partner in the process and that their views are considered.
- Setting high expectations for all pupils
- Using a range of adaptive teaching strategies to support and scaffold learning where required with the aim of removing this support to enable independent learning.

All support staff are responsible for

- Working closely with any teacher or specialist staff to plan and assess the impact of support and interventions and how they can be integrated into the classroom.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.
- Working through the "Assess Plan Do Review" cycle.
- Reviewing the SEND individual targets and provisions as set out in the school SEND Record
- Involving the child in conversations and plans about their SEND in a developmentally appropriate way.
- Implementing adaptations and individualised learning as under the direction of the SENDCo.

Identification of SEND

At Dingle all teachers are expected to deliver high quality teaching that is adapted and personalised to meet the individual needs of children. The learning and attainment of all pupils is carefully monitored on a regular basis by the class teacher and senior leadership team. Any pupils who are falling significantly outside of the range of expected academic achievement will be identified as a cause for concern and staff will more closely monitor them in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide continued adaptive learning opportunities that will aid the pupil's academic progression.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions.

Within school, pupils with SEND are identified on the school SEND overview so that provision to meet their needs can be routinely planned for. There are other factors which could impact upon progress and attainment which would not mean that the young person would have SEND.

These include:

- Attendance and punctuality
- Health, welfare and emotional needs
- English as an additional language
- Being a child looked after
- Environmental challenges

Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the pupil will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place to remove barriers to learning and facilitate progress from individual starting points. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored through ongoing meetings. Parents are encouraged to share information and knowledge about their child with the school.

A Graduated Approach to SEN Support

At Dingle Community Primary School, we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

a) Any pupils who are falling outside of the range of expected academic achievement and/ or who are making less than expected progress will be monitored closely by staff in order to assess their level of learning and possible difficulties. This will be identified during progress meetings and reviewed termly.

- b) The child's class teacher will use adaptive teaching strategies to support attainment and progress as part of high-quality teaching and learning.
- c) Following any initial intervention, if a child's learning and development is continuing to cause concern and is falling significantly behind the range of expected academic achievement, advice and support will be sought from the SENCo.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

If a child has lifelong, significant or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken after careful consideration and consultation with school, parents and outside agencies.

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

- Pupils
- Parents
- SENCO and Teachers
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child 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.

Further information about EHC Plans can be found via the SEN Local Offer

<https://fis.dudley.gov.uk/localoffer/> or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: 01384 236677

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, if the SEN panel agree to issue an EHCP, it will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Arrangements for coordinating SEN provision

All staff can access:

- SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil passports, targets set and individualised provision.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Dudley's Local Offer- further details available through the link on our website and the Ordinarily available provision.

In this way, every staff member will have the relevant and up-to-date information about the appropriate pupils with special needs and their requirements which will enable them to provide for the individual needs of those pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

Admission and Inclusion Arrangements

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. These criteria do not discriminate against pupils with special education needs and/or disabilities and has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Act 2001.

Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability. Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

At Dingle Community Primary, we enrich the curriculum by encouraging parents and carers to take part in their children's learning. We provide a comprehensive enrichment programme where the children engage in a wide repertoire of external visits and experiences which enhance their life experiences and provide them with ideas that they can draw upon when engaging in their lessons. All children (including those with SEND) attend the school residential in Year 6, swimming and all other trips and activities. No pupil is ever excluded from these activities because they have a special need or disability. Pupils with SEND have at least equal access to the after-school clubs. Some children need to have additional support to enable this to be provided through their EHCP's.

Children are given additional access and support in assessment situations, such as extra processing time, brain breaks etc. Where within classroom practice teachers regularly provide a reader, brain breaks, additional time or an amanuensis to support a child, school can apply for the same access during KS2 Statutory This information is used to apply for specific access arrangements on-line.

Monitoring and Evaluating SEN

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This may be done through questionnaires, monitoring, discussions and progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Children working significantly below age related expectations may be assessed using AAT assessment to demonstrate small steps of progress. Pupil Passports are completed for most pupils on the SEN register to share strengths and interests and communicate to staff preferable methods of communication and support through pupil voice. Information from all of these sources is combined each term to monitor the progress of pupils with SEN and plan the next steps for them.

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 Headteacher who will be able to advise on formal procedures for complaint. A copy of the complaints policy is available from the school office.

For information regarding transition, pastoral support, anti-bullying and continuing professional development for staff, please refer to the SEN Information Report.

SEND Support

The budget may be used to buy in additional support from outside agencies including Educational Psychology Service to meet the needs of the children requiring SEND support.

Staff Expertise

All teaching and support staff have access to advice, information resources and training to enable them to teach all children effectively. Training needs are identified and delivered to staff through:

- Specific training in school based on the needs of the cohort, delivered by
- Analysing SEND data, responding to trends.
- Induction and support for new staff and ECTs
- Whole school training may be delivered at school by outside agencies such as the EP or through other specialist services e.g., CIPS. Ms Heather also delivers INSET to disseminate information from her own training or relating to school practice.
- Some Teachers and Teaching Assistants have developed particular areas of interest and expertise and are reflected within their roles in school.
- Ms Heather is an experienced teacher, Headteacher and SENDCo and has completed the National Award for SENDCos at Birmingham University. Ms Heather also attends Dudley's SENDCo Forum (termly) as well as national training events. Across the school there is an extensive range of personal and professional experience to

draw on when supporting children and their families. Where we find ourselves lacking specific skills or knowledge, school will, wherever financially possible, access or pay for additional advice and support through a range of outside agencies.

- Miss Mullard provides operational inclusion support under the guidance of the SENDCo.

Record Keeping Storing and Managing Information.

Ms Heather keeps a SEND register which lists the children with SEND. Relevant sections of this list are given to each of the class teachers. It is also used a part of the SEND audit process.

Individual targets form part of an individual learning plan.. These are discussed with the children and parents and shared at parents evening. When children leave, their SEND files are passed onto the receiving school. All processes for the storage and sharing of personal data records are in line with the Code of Practice, School Privacy Notice and GDPR.

Nurture and Sensory Provision

At Dingle Community Primary School, we recognise that some pupils require additional support to regulate, engage and access learning effectively. In response to identified social, emotional, sensory and communication needs, we provide structured nurture-based support and access to a dedicated sensory environment as part of our provision. Entry criteria are in place with a clear rationale for each provision.

These provisions are designed to:

- Support emotional regulation and readiness to learn
- Develop communication and social interaction skills
- Reduce barriers to accessing the curriculum
- Promote independence and preparation for adulthood

This provision does not replace high-quality classroom teaching but enhances access to it. All support is needs-led, regularly reviewed and delivered in partnership with families and external professionals where appropriate.

Evaluating and Monitoring the Effectiveness of SEND Provision

The key areas of impact can be documented through children's academic progress (closing the gap) and the movement within the SEND Support Record (i.e., children no longer needing additional support or a reduced level of support).

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their curriculum and individual targets each term as part of the 'assess, plan, do, review' process
- Reviewing the impact of interventions after each term
- Gathering pupil voice
- Monitoring by the SENDCo
- Holding termly Pupil Progress meetings
- Holding annual reviews for pupils with EHC plans

A SEND action plan is written by the SENDCO and reviewed annually. This forms part of the whole school Action Plan. In order to make consistent and continuous progress in relation to SEND provision, the school encourages and welcomes feedback from staff, parents, pupils and outside agencies.

Liaising with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. Agencies which schools may draw upon include:

- Speech and Language Therapy
- CIPS
- Educational Psychology
- CAMHS
- Occupational Therapy
- Physiotherapy

- IEYS (Inclusion Early Years Support)
- School Nurse
- Social Care
- Reflexions
- Counselling support

Although the school may identify Special Needs and arrange appropriate provision to meet these needs, we do not offer diagnoses. Parents need to go via their GP should they wish for a diagnosis. Other services/ specialists may then be involved such as Pediatricians, CAMHs.

Transition

Transition booklets are shared with children who may need additional support when moving to a new school year. A copy is sent home for children to share with parents / carers over the summer break. All pupils are involved in several transition afternoons towards the end of the summer term. They will meet their new teacher and spend the afternoon in their new classroom.

The class teachers in year 6 have detailed discussions with secondary colleagues about all the pupils moving onto secondary school. In some cases, the SENDCo meets with Secondary SENDCo's to discuss the Special Educational Needs of individual children moving to year 7. All records are passed onto Secondary SENDCo's. Where appropriate, further meetings between school and home may take place and an enhanced transition may be arranged. This may involve outside agencies where appropriate.

The EYFS lead carries out home visits for new starters in reception and pre -school towards the end of the summer term. This is an opportunity to discuss any concerns or additional information that parents feel is important.

Supporting Children with Medical Conditions

The school recognises that pupils with medical conditions should be fully supported so that they have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children with medical conditions may also have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Ms Heather is responsible for writing and reviewing the "Administration of Medicines Policy" (2021) and Ms Heather manages the medical needs on a day-to-day basis.

Training and Resources

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 SEND. The SENDCO attends relevant SEND courses, including Dudley's SENDCo network meetings, in order to keep up to date with local and national updates in SEND. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensure that training opportunities are matched to school development priorities. All teaching and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Accessibility

Dingle Community Primary school complies with all of the relevant accessibility requirements. Please see individual school accessibility plans for more details.

Complaints Procedure

Parents are partners with the school and the LA and are entitled to question decisions made by the school or the Local Authority. If a complaint is to be made, regarding issues in school, it should be addressed to the SENDCo in the first instance. If the matter is not resolved to Parents' satisfaction, it should then be put in writing to the Head Teacher or the Chair of Governors, Mr. Paul Mountford (through the school office).

If the complaint relates to a decision made by the LA as part of the EHCP process, then parents are advised to contact the LEA; Parents may also approach the Parent Partnership organisation SENDIASS to support them in the complaint's procedure (01384 817373). <https://careandshare.uk/dudley-sendiass/> Safeguarding

Safeguarding

Children with Special Educational Needs and/or disabilities are more vulnerable to abuse. Awareness of this is raised through the whole school Safeguarding training and in the policy. School values the importance of building trusted relationships with our most vulnerable learners. A child friendly safeguarding policy is in place so that children are know where they can access support in and outside of school.

Bullying

Our school takes many steps to ensure and mitigate the risk of bullying of vulnerable learners. The school has a comprehensive bullying policy available to staff and parents.

Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of its pupils with SEND following the requirements of the Code of Practice 2014. The governor with particular responsibility for SEND is Wendy Newton.

Other Relevant Information

Other relevant information that should be read in conjunction with this policy are:

- School SEN Information Report
- Accessibility Plan
- Relationship Based Behaviour Policy
- Medical Needs Policy
- Safeguarding and Child Protection Policy
- 'Keeping Children Safe in Education'
- Anti-Bullying Policy
- Intimate Care Policy
- Equality Policy

Dudley's Local Offer

The purpose of the local offer is to enable parents to see what services are universally available to children across Dudley and how to access them. It covers the age range 0-25 years and is available on the following website:
www.dudley.gov.uk/resident/localoffer/local-offer-information/

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 guidance 2014 (<https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>).

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010
- Advice for Schools (February 2013)
- Schools SEND information report regulations (2014)