



St Dunstan's Church of England Primary School

Anne Boleyn's Walk, Cheam, Surrey

### SEND Report 2022-23

<p><b>Contact to discuss child's needs</b> Who will I contact to discuss the concerns or needs of my child?</p>	<p>The first point of contact will be the pupil's class teacher. The class teacher will also contact you if they are concerned about your child's behaviour, emotional well-being, social development, academic progress or anything else.</p> <p>The Key Stage phase leader has the responsibility for overseeing the progress of the phase and addresses any concerns as appropriate.</p> <p>The Special Educational Needs and Disability Co-ordinator SENDCo has the responsibility of the strategic and day-to-day provision of SEND, line managing Teaching Assistants delivering interventions, medical needs for children which could cause a barrier to their learning. – Mrs Deepika Soma</p> <p>The Deputy Head teacher DHT has the responsibility for Pupil Premium, English As An Additional Language, Accessibility, Traveller Children and Behaviour. – Mrs Louise Porter</p> <p>Headteacher - Ms Julia Corby</p>
<p><b>Assessing children</b> How does the school know how well my child is doing?</p>	<p>Class teachers are responsible for the ongoing monitoring of all children in their class and regular discussions between teachers, parents and /or SENDCo take place. On a half-termly basis, teachers, Subject Leaders, SENDCo, Senior Leadership and Headteacher monitor the progress of all children across the school, looking closely at half termly assessment data and discussing any issues that arise.</p> <p>All teachers monitor pupils' progress with half-termly teacher assessments. Day to day there is ongoing monitoring by teachers, identifying rates of progress, misconceptions, gaps in learning and the next steps that pupils are required to take in their learning. Teachers also use this to identify pupils not making progress, the interventions these pupils may require and any additional resources that the pupils may need.</p> <p>There are regular review meetings with the SENDCo, Senior Leadership Team and other staff to track the progress of pupils and evaluate interventions. Additional support can be provided to pupils not progressing at the expected rate via additional resources after</p>

	<p>discussions with the SENDCo, parents and, if appropriate, the pupil, is involved in these discussions. Where relevant, referrals can be made for external agency support.</p> <p>Parents and Carers may be invited to meet with the Class Teacher and/or SENDCo if we feel a child may have a Special Educational Need or Disability (SEND).</p> <p>Pupils who have significantly greater difficulty in learning than the majority of children of the same age, or have a disability that makes it difficult to access day to day provision in a mainstream classroom, are identified as having SEND.</p> <p>Additional support may be documented by an Individual Education Plan (IEP) or Provision Map which will detail the targets the pupil is working towards, the success criteria and the frequency of support. Parents are invited to contribute to the Provision Map or IEP.</p> <p>The SENDCo together with Class Teachers, review and track progress towards outcomes and evaluate interventions to measure impact.</p> <p>The SENDCo is able to seek external support from specialist teachers or services for those pupils who continue to experience significant difficulty. This may lead to an application for an Education Health Care Plan (EHCP).</p>
<p><b>Informing parents and carers</b> How will I be kept informed about how well my child is doing?</p>	<p>At the beginning of the academic year, each class hold a curriculum afternoon where parents are invited to meet the teacher who goes through the expectations of the year, as well as specific focuses linked to the curriculum.</p> <p>Parents meet the class teacher formally at Parent Consultation meetings twice a year. Formal written end of year school reports go home to parents in July. In the Summer Term the school also holds an informal parents open afternoon/evening which gives parents and carers the opportunity to look at their child's work across the year, and have an informal discussion with the class teacher. However, parents are encouraged to raise any concerns they may have at any point during the school year with the class teacher.</p> <p>In Nursery, the staff may set up a communication book to keep parents informed about a specific area. In Key Stage One, parents and teachers record reading in Reading Records, making additional comments if needed.</p> <p>In Key Stage Two, children are given a home-school book at the beginning of each year. Here they record their reading in and out of school, their weekly spellings and times tables to learn. This book also</p>

	<p>has a messages/reminders box. Parents are asked to sign each page, each week, to confirm their child has read each evening and has learnt their spellings and times tables for the week.</p> <p>Ongoing monitoring of pupil attainment and progress by all teachers, subject leaders and SLT ensures we are identifying pupils not making expected progress. This will be shared with parents.</p> <p>If your child is on SEN Support, they will have an IEP with clear targets set. The targets are reviewed termly and if necessary, new ones set, in consultation with parents.</p> <p>Pupils with an Education Health Care Plan have a home/school communication book that is used to keep home and school informed as necessary.</p> <p>Staff supporting children with an Education Health Care Plan are available to give informal feedback to parents.</p> <p>Pupils with an Education Health Care Plan have an Annual Review that assesses the child's needs, reviews targets set in their EHCP, as well the provision in place to support them. Pupils in Y1 and Y5 have a transitional Annual review where the child's transitional placement is the focus to ensure the most appropriate school setting for their next key stage is explored.</p>
<p><b>Updates on progress</b> How regularly will I be updated on my child's progress?</p>	<p>You will receive regular, informal feedback from your class teacher as necessary. If you need to have a more specific discussion then an appointment should be arranged with the relevant members of staff. IEPs are reviewed termly and you will be invited to contribute to these reviews.</p> <p>There are two formal and one informal parent consultation meetings with an annual report at the end of the academic year with an opportunity to meet with the class teacher to discuss your child's progress if you so wish.</p>
<p><b>If a child is not making progress</b> Will I know if my child is not making progress and what will happen?</p>	<p>If a pupil is not making expected progress, parents will be informed and a discussion will take place in which staff and parents decide the appropriate next steps. This could be in the form of a specific intervention to address any concerns (please see provision map on school website), and/ or to place your child on an IEP. It could possibly involve a referral to a specialist teacher or service.</p>
<p><b>Curriculum</b> What is the curriculum and how is it taught?</p>	<p>Quality First Teaching is at the heart of all classroom practice at St Dunstan's, with a key focus on differentiation and challenge. This includes effective planning, preparation and liaison between all teaching staff supporting your child's learning.</p>

	<p>Lessons have a clear Learning Objective, structured Steps To Success, Higher Order Questioning for all learners, effective modelling, clear and high expectations for all learners. Learning is reviewed on a continuous basis as well as pupils receiving effective feedback and meaningful marking. All teaching staff receive regular staff development, focused on matching the curriculum to meet pupil needs.</p> <p>Topics are planned from children’s starting points so pupils are very much part of the planning process.</p> <p>We have adopted a skills based approach to our curriculum that ensures English and maths are embedded in other areas of the curriculum. This ensures we give our children exciting and varied learning opportunities through a range of interesting topics. Subject and year curriculum plans can be found on the school website.</p> <p>Pupils with SEND may have additional resources or be taught in smaller groups, with a range of multisensory teaching strategies adopted with realistic expectations.</p>
<p><b>Adapting for child needs</b> How will the curriculum be adapted to meet the needs of my child?</p>	<p>The school aims to promote the inclusion of all pupils and we strive to meet their individual needs, in the first instance with Quality First Teaching, and then with group and/or one to one interventions. We have skilled teachers who adapt planning and scaffold/adapt tasks to meet the needs of the pupils in their class. Weekly planning takes into account individual pupil needs and targeted support is outlined, implemented and reviewed on a weekly basis.</p> <p>Within each class, learning styles are taken into consideration so a range of verbal, kinaesthetic, visual and auditory activities are planned for. Children work in a variety of ways – ability groups, mixed ability groups, pairs etc. Work is always differentiated according to the needs of the pupils in the class. Each class has classroom support, according to resource mapping of need.</p> <p>Additional support is also available from the local authority specialist services e.g. Speech and Language, Behaviour Support, Educational Psychology etc.</p>
<p><b>Teacher flexibility on child needs</b> How flexible can teachers be in meeting the needs of my child?</p>	<p>Teachers strive to meet the needs of all pupils in their class. Through the scaffolding and adaptation of tasks, children are able to apply previous learning, consolidate their understanding and complete the required task, while being suitably challenged.</p>
<p><b>Additional support</b> Is there any additional support available to</p>	<p>Some classes/pupils may be allocated support staff and have access to guided group work. Learning support assistants or teachers work with the children on their IEP targets, providing individual or group support. All our learning support assistants attend regular school</p>

<p>help my child reach his/her expected outcomes?</p>	<p>based training, INSET and any additional training provided by external agencies. Training has included working with children who have specific learning difficulties.</p> <p>If children require additional support they are provided with specific, time bonded, evidence based interventions by trained staff (see provision map).</p>
<p><b>Learning strategies</b> Are there any special features or strategies to help children learn?</p>	<p>St Dunstan's have adopted a multi-sensory approach to teaching and learning, where a variety of teaching strategies are adopted.</p> <p>The school have completed a year's training 2016-17, in conjunction with the Speech and Language service. This has focused on Speech and Language awareness and strategies that can be introduced to children, as well as appropriate interventions, if necessary (see provision map). As a result of this we have been awarded Speech and Language Approval with Elements of Excellence by the Speech, Language and Communication service in Sutton. St Dunstan's is the first school in Sutton to be granted this award.</p> <p>All classes have visual timetables and some children have specific visuals to support their learning.</p>
<p><b>Meeting child needs</b> How do I know my child's particular need will be met?</p>	<p>Class teachers meet half termly with the Headteacher, Deputy Headteacher and the SENDCo to monitor children's progress and attainment. Children who may need additional support are identified and appropriate support/intervention is put in place.</p>
<p><b>Access to exams</b> What arrangements are available for pupils to access tests and assessments?</p>	<p>For national tests, the Class Teacher and/or SENDCo, in consultation with the Assessment Leader, will apply for pupils to be given additional time. Pupils must meet specific criteria from the Department for Education for additional time to be awarded. Access arrangements can include additional time, adapted resources, such as enlarged print, small rooms, an adult to read the papers or scribe, and rest breaks.</p> <p>Parents will be informed whether their child qualifies for additional support or time to access tests.</p> <p>Children who are anxious about taking tests are mentored and monitored by class teachers or other members of staff who endeavour to make the assessment period as smooth as possible for them.</p>
<p><b>Additional support or time for exams</b> How will I know if my child qualifies for</p>	<p>The school will discuss this with parents if necessary.</p>

<p>additional support or time to access tests?</p>	
<p><b>Comfort, safety and socialising</b> How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>Our School fosters a Christian ethos and provides a high quality of care and education for every member of the school community. Christian values are promoted through the whole curriculum. We encourage all of our children to achieve high standards and to grow as happy, confident, compassionate, independent young people who show respect for others, have a desire to learn and who are eager to make positive and caring contributions to the wider community, its people and environment.</p> <p>The school has 2 Emotional Literacy Support Assistants (ELSAs) who deliver mentoring and specific emotional support for vulnerable children. In addition we run a small lunch play group for identified children who may find this unstructured time difficult to manage. There is also a Time To Talk intervention that is delivered for specific children.</p> <p>There are a variety of lunch time and after school clubs available for all children.</p> <p>All teaching and support staff supervise playtimes. Some support staff also supervise at lunchtime. There are peer mediators and play leaders in Y6 who support children across the school at lunch play as required.</p>
<p><b>Developing social and emotional skills</b> How does the school help develop my child's social and emotional skills?</p>	<p>Within any school it is important that children, teachers, support staff, parents, governors and clergy develop relationships that will enhance the educational experiences of the pupils. At St Dunstan's everyone is expected to behave in a responsible manner; to show care, consideration and courtesy towards others; to respect others, to listen to them, and to let them explain their points of view; to be helpful and sensitive to the feelings of other people and to include them in their activities and to have respect for other people's property and the things shared in common. There is emphasis on praise and encouragement for either individuals or groups of children, in order to foster good relations within the school and to maintain a high standard of behaviour.</p> <p>If a pupil is experiencing social or emotional difficulties, they are mentored by an appropriate member of staff. This can be a member of the senior leadership team, a previous teacher or teaching assistant, with whom they have developed a good relationship.</p> <p>There are a range of external agencies and professionals available if staff and/or parents/carers are concerned about the emotional wellbeing and welfare of a child. For example the Behaviour Support Team, the Speech Communication Language Needs Service and the</p>

	<p>Educational Psychology Service. Termly School Nurse 'Drop-in' sessions are held, where parents can get advice on health issues. These agencies work closely with families and schools to write and work towards specific targets for the pupil, providing support and resources for parents and school staff.</p> <p>The SENDCo and Headteacher have received training led by the Wishmore Trust, to help with early identification and appropriate intervention to support children's mental and emotional health needs. This awareness is cascaded to all staff to support with early identification and support.</p>
<p><b>Early Help Support in the Community (Tier 2)</b></p>	<p>The school offers ELSA, Time to Talk, mentoring, lunch play group, peer mediation, play leaders (see provision map)</p>
<p><b>Bullying</b> What is the school's policy on bullying?</p>	<p>Bullying is never right. At St Dunstan's we wish to create and maintain a secure and supportive learning environment both in the classroom and in the playground. It is important for all concerned to appreciate that bullying behaviours are not acceptable to any member of our school community. Our Anti Bullying Policy can be found on the school website.</p>
<p><b>Disability Support</b> What facilities are in the school to assist children with disabilities move around the school and take part in lessons?</p>	<p>St Dunstan's Primary School is a single level building, therefore the use of lifts is not necessary. The building is accessible to wheelchair users. There is a disabled toilet on site. The school has a semi-open plan building with classrooms off a central resource area in each Key Stage. The school maintains a strong ethos of including children with SEN and disabilities. Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons. School can refer to specialist services to seek advice regarding areas such as seating assessments. If needed, children are provided with sensory resources that help them to concentrate and manage sensory needs.</p> <p>Reasonable adjustments are made with resources, for example adaptations to reading material or provision of technology to support learning.</p>
<p><b>Accessing lessons</b> How do I know my child will be able access all lessons?</p>	<p>St Dunstan's strives to include all children in all lessons. Staff use a range of appropriate resources, scaffolded and/or adapted tasks as well as additional members of staff to ensure that each and every child accesses every part of each lesson, while still being suitably challenged.</p>
<p><b>Who we work with</b> Who does the school work with?</p>	<p>Identified children on SEN Support receive further assistance through the Local Authority services such as the Learning Support Service, Paving The Way, the Autistic Spectrum Disorder Team, Occupational Therapy, Sensory Impairment, School Nurse, the Speech and Language Therapy or Speech Communication and Language Needs. Further advice is sought from the Educational Psychology Service, the Child and Mental Health Service. If a referral to a service is needed, parents are invited to attend a meeting with the class teacher, the</p>

	<p>school SENDCo and usually a representative from the service once the referral is accepted. Referrals are made by completing required forms. The parents review the referral form and consent to the involvement of the service by signing the relevant documents. In some cases, parents are asked to share their own views on the referral form.</p>
<p><b>Working with other agencies</b> How does the school work with other agencies?</p>	<p>School works closely with agencies to implement IEP targets, eliminate misconceptions, recap basic literacy and numeracy concepts and use a variety of resources to meet children's needs. School staff liaise closely with professionals from other agencies and share good practice with parents.</p>
<p><b>Informing parents and carers</b> How will I be informed?</p>	<p>We will have ongoing discussions with you regarding your child's progress, learning or social/emotional needs. If more specialist support is deemed necessary, the school will discuss the referral with you and seek parental consent for this to go ahead.</p>
<p><b>Helping your child settle with confidence</b> How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>At the end of each school year, when children are required to transition to the next year group, there are a number of steps that staff to take to ensure a comfortable transition. Current class teachers have a handover meeting with the next teacher. In this meeting, pupil behaviour, specific needs, pupil progress, targets and pupil's wellbeing are discussed. Children are told who their next teacher will be towards the end of the summer term. They then spend an hour with that teacher, in their new classroom, finding out about the topics they will be studying. Teachers also use this opportunity to find out information about the children and the children are able to ask questions about what they can expect in their new year group.</p> <p>Meet the teacher/curriculum overview meetings take place in the autumn term which gives a chance for parents to meet with the new class teachers in the year group, find out about arrangements for such things as PE, homework, spellings, the curriculum topics and reading expectations.</p> <p>Pupils with an EHCP will have a transition booklet for the summer holidays with photographs of their new classroom, next class teacher, support staff working in the classroom, as well as other key features.</p> <p>If children move schools we aim to make the transition as smooth and comfortable for the pupil and their family as possible. After an initial meeting with parents, confirming the change of placement, teachers write a school report, outlining all of the pupils' achievements and the next steps they are required to take in their learning.</p> <p>In Year 6, pupils meet with a key member of staff from the high school they are going to attend. Meetings are also held with the key member of staff and the current Year 6 class teachers. All Y6 pupils take part in</p>



	<p>a transition programme led by one of our ELSAs to prepare them for a smooth transition to Y7.</p> <p>Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews. The SENDCO attends Year 6 to Year 7 SEND transfer meetings. The SENDCO/Early Years Leader/ member of the Senior Leadership Team and the class teacher attend transition meetings for pupils with SEND for children making the transition from pre-school to Nursery or Reception. All pupils in Year 6 are invited to a transition day at their secondary school.</p> <p>Reasonable adjustments are made for those with SEND who move to a different provision. For example the names of key staff members are shared with children, maps of the new school are provided, and new tutor group information is shared with the primary school. SEND pupils can also spend a number of days at the new provision to familiarise themselves with the setting and new staff.</p>
<p><b>Extended School Day</b>  What additional facilities do you offer?  E.g Breakfast club, after school clubs.</p>	<p>We have a variety of before/after school and lunchtime clubs which run throughout the week and are planned termly and targeted at an appropriate age level.</p> <p>Wrap around care is available at the school. All enquiries need to be directed to the company offering this facility. Details can be obtained from the school website.</p>
<p><b>Policies</b></p>	<p>Relevant policies can be found on the policies section on the school website.</p>