

Special Education Needs and Disability (SEND) Policy & Learning Support Policy



Useful Information

SEND provision is defined as the support available for those pupils who have a significantly greater difficulty in learning than the majority of others of the same age and are recorded on the SEND register, including those with Education, Health and Care plans (EHCP).

Durlston School has always understood that ALL children, with or without SEND, benefit from the research that has taken place into how children learn and we have sought to embed this in the way we work: students who are more able benefit from the insights into effective teaching and successful learning every bit as much as those that find learning harder. Excellent teaching for children with SEND is excellent teaching for all children.

The Directors of SEND coordinate the provision across Durlston Pre-Prep, Middle Prep, Upper Prep and Senior School. Although they work together, Jack Harrison is responsible for Early Years to Year 5 and Natasha Lack for Year 6 and above. They are supported by a team of skilled and experienced teachers, teaching assistants, personal learning assistants, Head of Wellbeing and the Senior Leadership Team. We adopt the mantra that all teachers are teachers of SEND.

External organisations generally use the term SENCo (Special Educational Needs Co-ordinator). At Durlston, queries addressed to the SENCo will be forwarded to the Directors of SEND and/or passed to the appropriate person. Jack Harrison and Natasha Lack are the dedicated SENCos for Durlston School. They both have the NASENCo qualification.

The term 'Lighthouse' is the overarching name for the enhanced Teaching, Learning and Pastoral Support Team. The support is not only available in one area of the school and is integrated across all the classrooms. The Durlston Lighthouse have a strong team who work with the students and all other staff to develop excellent teaching practices across the school.

Nicola James is the Governor with responsibility for SEND.

Last approved by Governors: November 2022
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Next review by Governors: March 2025

The Durlston Lighthouse is the team that helps all members of the Durlston family to navigate their learning and social and emotional well-being. The Lighthouse endeavours to provide guidance, support or a safe haven to help whenever it is needed. We ensure that all children are integrated into the Durlston Family.



This is everyone being treated equally.

Even better if...
Individuals are given suitable support to make it possible for them all to overcome the barrier. They are being treated equitably.

Even better if...
No supports or accommodations are required because the equality has been addressed.

We aim to...

Remove barriers to learning.

Deliver outstanding teaching and learning underpinned by the pursuit of excellence and high expectations for each individual child irrespective of ability, disability, race, gender, background, sexuality or religion.

Identify children, as early as possible, in order to support their physical, social, emotional and intellectual development.

Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with SEND throughout the school.

Support children at key stages of transition, both internally and externally.

Involve parents in a partnership of support.

Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.

Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.

Comply with the 2014 SEN Code of Practice.

Inclusion Statement

Durlston School respects the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences;
- May require adaptation to access learning.



Durlston School celebrates the differences between all of our children and young people and value the contribution which every member of each school makes to the school community and our community as a whole. We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

Identifying Pupils with SEND

Durlston School identifies pupils as having Special Educational Needs/Disability if they meet the definition as set out in the SEND Code of Practice (DfE, September 2014). This defines SEND as;

- a. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age
- c. Many children and young people who have SEN 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’.

The school can provide special educational provision for pupils who require provision that is different from, or additional to that normally available to pupils of the same age within Durlston.

The school provides for pupils whose special educational needs broadly fall into the four areas of:

Communication and interaction
Cognition and learning
Social, emotional and mental health difficulties
Sensory and/or physical needs

The Guiding Principles of SEND Provision at Durlston

At Durlston we believe that all of our pupils, regardless of gender, ethnicity, ability, disability, religion or sexuality are entitled to a high quality education that will maximise their life chances. In order to raise the aspirations and expectations for all pupils, Durlston provides a focus on outcomes for young people.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Durlston will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. The views of the pupil will be sought and taken into account, along with parents who have a vital role to play in supporting their child's education.

Full access to a broad, balanced and relevant education, including an appropriate curriculum, will be given to all pupils and where a SEND is identified, the school will put appropriate evidence-based interventions in place.

Admission Arrangements for Pupils with SEND

The School's admissions policy sets out the admissions process for parents of children applying to the School. Parents must disclose full details in their application if their children have any special educational needs or disabilities. The admission arrangements for pupils with SEND who do not have an EHCP are the same regardless of which year group the pupil is entering. The Directors of SEND, in liaison with the Senior Leadership Team, will decide if the school is able to meet the needs of the individual. This will depend upon the nature and amount of support required, and expertise available.

Facilities and Support Provided for Pupils with SEND

Durlston has a dedicated Lighthouse (enhanced Teaching, Learning and Pastoral Support Team) which provides specialist support.

- Pupils are given support as individuals or in small groups following the graduated response model.
- The Lighthouse is resourced with teaching materials, books, and a range of IT and assistive technology solutions.
- Durlston makes every effort to adapt the curriculum, the teaching and the learning environment to meet the needs of individual pupils; this includes access to ancillary aids and assistive technology. Assistive technology is seen as an aid to all those who work and study in school; this leads to a more inclusive environment where a number of pupils and teachers will be using laptops and/or voice activated software as their normal way of working.
- The school seeks to comply with the Equalities Act 2010.

Funding of SEND Provision

The school's SEND provision is funded in part by the school; specialist teaching is disbursed to parents and is based on individual needs. Support is graduated according to needs, priorities and availability of resources.

Identifying Pupils with SEND and Determining and Reviewing Needs

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from the Lighthouse. Where a pupil is not making adequate progress, teachers (subject teachers and/or form teachers), parents and the pupil will collaborate to problem-solve, plan support and develop appropriate teaching strategies. The implementation of the behaviour policy and strategies for managing behaviour, will take account of a pupil's special needs. All stages of support will be in liaison with the young person.

High quality teaching, differentiated for individual pupils, is the first step in Durlston's response to pupils who have, or may have SEND. The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils. Those not making sufficient progress with this level of support will be brought to the attention of the Directors of SEND, and placed on a Monitored register. This may involve a process of more specialist assessment undertaken, which may lead to the pupil being placed on the school's SEND register.

The graduated response to a pupil's SEND will be led by the class/subject teacher/form tutor and Head of School (Pre-Prep, Middle Prep, Upper Prep, Senior School) in partnership with the Directors of SEND. Where there are social or emotional needs, the Deputy responsible for pastoral matters and/or the Head of Wellbeing will be involved, and may be the lead.

The response will commence once it has been demonstrated that high quality teaching and learning arrangements, as part of normal classroom planning, support and interventions, are not enabling the pupil to make good enough progress, and where assessment data indicates that special educational needs are creating a barrier to learning.

The first step is to assess and identify the needs of the individual. Identification includes the use of observation, high quality formative assessment, as well as effective tools and early assessment materials. Specialist assessment from outside professionals may be recommended - Specialist Teachers with Assessment Practising Certificates, Speech and Language Therapist, Health Professionals, Educational Psychologist, Occupational Therapist.

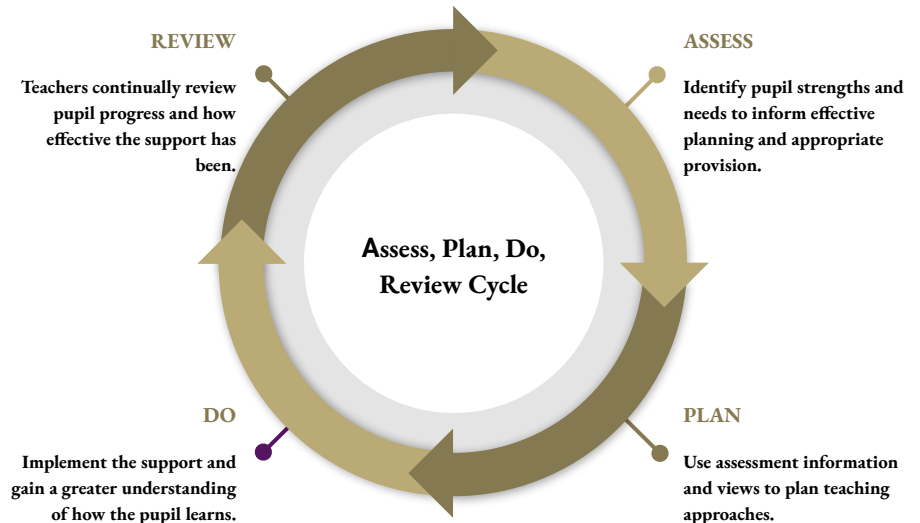
In consultation with the young person and parents, provision and support will be identified to reduce the barriers to learning. Enabling the young person to make successful transitions between phases of education and to prepare for adult life is always a consideration.

When a pupil does not make sufficient progress, despite the school making purposeful and relevant interventions, a request for an assessment for an EHCP may be made by the parents/guardians in consultation with the school. Information on the process can be found on the Local Authority website as part of their Local Offer for Special Educational Needs.

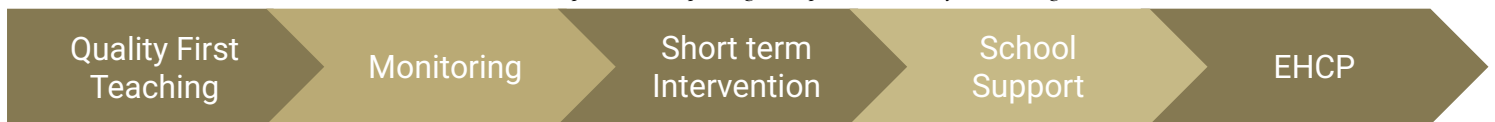
The Graduated Approach to SEND

Students who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



Students can move up and down depending on the provision that they are receiving



Quality First Teaching is classroom teaching that all children receive to promote good progress: Learning without Limits. Teachers use their subject and curriculum knowledge to plan and teach well-structured lessons and adapt their teaching and resources to respond to the strengths and needs of all pupils. They use a range of learning strategies known as 'multisensory learning techniques'. Strategies, including reasonable adjustments, are implemented into day-to-day lessons to support specific learning needs. Assessment identifies strengths and weaknesses to be built on or supported.

Monitored pupils are those pupils who could be considered as underachieving or are raising concerns that there may be an underlying barrier to learning. They can also be pupils for whom parents have raised concerns about learning progress and development progress.

A pupil may receive additional support in class and/or in targeted groups. A pupil may receive support through outside agencies such as: Speech Therapy, Occupational Health, and a range of other outside agencies.

The SEN Code of Practice identifies a child as having SEN (Special Educational Needs) where 'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'... (P94)
In addition to this a pupil can have an identified 'barrier to learning or diagnosis'. This could be dyslexia, dyscalculia, ASD, ADHD, processing or memory difficulties. A learning support plan is written in liaison with the pupil, teachers, Director of SEND and parents. The document will outline the needs of the pupil and the support in place.

An Educational Health Care Plan (EHCP) is a legal document which will follow the pupil through their education up until the age of 25 if required. Applications are applied for through the Local Authority (LA) SEN Team. The EHCP document will be written in accordance with the Local Authority, Educational Psychologist and school. This document is reviewed annually through a 'Person Centred Review' where all professionals and families meet to discuss short- and long-term targets.

Education Health and Care Plans (EHCP)

An EHCP is a document that identifies the needs of a young person and the support that will be provided for them within a school setting. Once a pupil has an EHCP naming Durlston, the Head of the School/Head of Pre-Prep, Middle School, Senior School with the guidance of the Director of SEND, will ensure that those teaching or working with the young person are aware of their needs and have arrangements in place to ensure that all requirements under that EHCP is met. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place annually; if the needs of a pupil change between reviews, the local authority will be informed. A review will ensure that provision specified in the EHCP is appropriate. For further information on EHCP see the education authority's Local Offer from the county in which the family's main residence is situated.

Preparing Pupils with SEND for Transition

Durlston helps young people with SEND start to plan for their future adult life as early as possible with the aim to support pupils to go on to achieve the best possible outcomes in their next schools, employment, independent living and participation in society.

Keeping Staff Current with their Knowledge and Practice of SpLD and SEND

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited
- Other courses which are relevant to the work being undertaken.

Complaints Process Concerning SEND Provision

Any complaints from parents of pupils with special education needs concerning the provision at the school should be made through the procedures set out in the complaints policy.

Coordinating Provision for Pupils who have SEND

Durlston's provision for pupils with SEND will be coordinated by the Directors of SEND, who:

- Have an important role to play with the Head, Deputy Head, Heads of Senior School, Middle School and Pre-prep, Director of Teaching and Learning, and Governing body in determining the strategic development of SEND policy and provision in the school.
- Work across the Pre-Prep, Middle and Senior Schools.
- Have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have an EHCP.
- Provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies.
- Are aware of the provision in the Local Offer and are able to work with professionals providing a support role for the family to ensure that young people with SEND receive appropriate provision and high quality teaching. With pupils entering Durlston from various education authorities, the Local Offer for the county in which they have their permanent address should be considered. For parents, these are found on local authority websites.

The key responsibilities of the Directors of SEND are:

- a. Overseeing the day-to-day operation of the school's SEND policy.
- b. Coordinating provision for children with SEND.
- c. Advising on the graduated approach to providing SEND support.
- d. Liaising with parents of pupils with SEND.
- e. Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- f. Being a key point of contact with external agencies, especially the local authority and its support services.
- g. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- h. Working with the Head and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- i. Ensuring that the school keeps the records of all pupils with SEND up to date.