SEND Policy,
Including EYFS



	Name	Date
Prepared by:	Tina Saedi	September 2026
Checked and Reviewed by:	James Griffiths - Head	September 2026
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Contents

Special Educational Needs and Disability (SEND) Policy 3
Definition of special educational needs and disability and learning difficulty 3
Principles 5
Role of the Special Educational Needs Coordinator (SENCo) 6
Identifying and Supporting Pupils with SEN and Disabilities 7
The Graduated Approach 8
The Pupil Overview Form (see appendix 1 & 2) ..... **Error! Bookmark not defined.**
SEND / Learning Support Plan (see appendix 3) 8
Medical Conditions 9
Internal SEND support 9
Education and Health Care Needs Assessment 9
Staff 10
Governor responsibility 10
Training 11
Assessing and reviewing progress 11
Information from outside agencies/private consultants 11
Consulting and working with parents 11
Consulting and working with children 11
Transition 11
Complaints 12
Appendix ..... **Error! Bookmark not defined.**

Special Educational Needs and Disability (SEND) Policy

Dallington is a school that values children's individuality and therefore, inclusion is at the heart of its ethos. The purpose of this document is to provide a framework for the identification of, and provision for children at Dallington School who have special educational needs and/or a disability. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification, provision and commitment to the agreed strategies.

Guidance for this policy is taken from the Special Educational Needs and Disability Code of Practice 0 – 25 and the Special Educational Needs and Disability Regulations (DfE 2014), the Equality Act 2010 and Early Years Foundation Stage Statutory Framework (2021).

This policy should be read in conjunction with the School's Admissions Policy, Equality Policy, Medical Policy, Curriculum policy and individual subject policies.

Definition of special educational needs and disability and learning difficulty

Children have special educational needs if they have a learning difficulty which requires adaptations to the curriculum or provision to be made for them.

Children have a learning difficulty if they:

1. Have significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Some children with special educational needs or learning differences may also have a physical disability. The School will make all reasonable adjustments in order to afford opportunity to these children.

A child is not regarded as having a learning difference if the language spoken in school is different from the language spoken at home.

Children learn at different paces and have individual strengths. A child who finds a subject difficult does not necessarily have a "learning difficulty".

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Area of need	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Principles

It is the aim of the school that each child should realise their maximum potential in a caring and supportive environment which provides equal opportunities.

All children have individual needs. Many of these can be met within the classroom through high quality first teaching and an adapted curriculum.

Early identification of a child's additional needs is important. When help is put in place straight away, the need for long term intervention can often be avoided or reduced.

Aims

Our Aims for supporting children identified with SEND are to:

- Identify all children who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure that these children are given appropriate support to allow them to access the curriculum and are fully integrated into all activities of the school.
- Involve parents in developing a partnership of support so that they have full confidence in the strategy adopted by the school.
- Help children to have a voice and to actively contribute in all aspects of school life.
- Help pupils with SEND become confident individuals, living fulfilling lives.
- Ensure that staff feel that they are given guidance and training to be confident to meet the needs of individual children.

The school endeavours to fully implements national legislation and guidance regarding pupils with SEND. All staff our aware of our SEND policy how to follow it.

2. Vision and values

Our vision and values put children's individuality at the heart of their learning experience. This means that for all our children, we strive to create a learning environment where they feel valued and cared for in a way that gives them the opportunity to grow and develop life-long skills, knowledge and dispositions to successfully achieve whatever they set their mind to.
We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of all children, no matter how varied.

Values

Relationships
We believe in an informal, nurturing environment where children feel safe, secure and joyful. Relationships are enriched through a strong sense of community and collaboration between children, teachers and parents.

Empathy
We believe in celebrating differences and valuing each other through compassion and mutual respect. Everyone at Dallington flourishes because everyone cares.

Creativity
We believe all children are born with an innate ability to be creative. Every child at Dallington has something brilliant to offer and it is our role to empower them so they can realise their true potential.

Individuality
We believe in free-thinking young people who are given the autonomy to express themselves through their voice and their originality. This leads to authentic grounded individuals whose self-awareness is strong.

Play
We believe in embracing children's natural love for discovery. At Dallington, children are immersed in an explorative, play-based approach, in which they experience a sense of wonder with the freedom to take risks, make mistakes and learn from them.

Enjoy the Journey
We believe education is not a race and should be developmentally appropriate. This develops a love for learning where childhood can be celebrated without unnecessary pressures.

Role of the Special Educational Needs Coordinator (SENCo)

Dallington School has a part-time SENCo. The role of the SENCo is as follows:

1. To work with all school staff to ensure the curriculum and environment is accessible to all children who attend
2. To support staff in identifying children who need additional support as early as possible using a graduated response
3. To meet staff regularly to review the progress made by children with SEND
4. To review the effectiveness of the provision
5. To liaise with outside agencies and those providing additional support and advice
6. To be available to meet with parents/carers where appropriate
7. To ensure that the views of children with SEND are taken into account
8. To support parents/carers to access further support and through the Educational Health and Care Assessment process if appropriate
9. To keep a record of the children who have additional needs within the school and to report to governors the percentages of need in the four main areas. This information is also shared anonymously as part of the census.

SENCo contact details: admin@dallingtonschool.co.uk (address to the attention of the SENCo) or 020 7251 2284

Identifying and Supporting Pupils with SEN and Disabilities

The School's curriculum and planning take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress in all areas of learning, which in addition to academic learning, also considers other areas of development such as social and emotional, physical, etc. to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress in any area of development or learning, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed, such as in-class support or other adaptations that will improve their access to the curriculum.

The School may request parents to obtain a formal assessment of their child to better understand where the needs lie and how to support them. Where possible, the School can support parents in making referrals via the NHS or to the Local Authority. However, not all Local Authority services are available to independent school children (such as an educational psychologist), therefore a private assessment may be required and the cost will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received. The SENCo will support the parents through this process of seeking further assessment and/or advice regarding their child's needs should they wish.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place, taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

The School takes seriously the requirements in the SEND Code of Practice that states:

- "Teachers are responsible and accountable for the progress and development of the pupils in their class", and that
- "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND"

The Graduated Approach

The School applies a graduated approach towards support and specialist provision is arranged on an individual basis.

- Assess: The School will carry out an analysis of the child's needs so that support can be matched to need. This information is taken from many sources e.g. Cognitive Ability Tests, teacher assessments, progress reports, SENCo observations. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- Plan: Where it is decided to provide SEN support, the teacher and the SENCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on a SEND / Learning Support Plan.
- Do: Teachers will work closely with the SENCo to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- Review: The SEND / Learning Support Plan will be reviewed once a term OR as agreed between the School and parents. Teachers, working with the SENCo, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

SEND / Learning Support Plan (see appendix)

Children who have been identified with additional needs may have a support plan. This is an internal school document that sets out what the child is able to do and

provides actions for staff and parents to focus on with the child. The plan will set out actions under one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The Support Plan may also include strategies that have been recommended by outside agencies. These will be included in discussions with the parents and professionals concerned to ensure that they are appropriate and manageable within the course of the school day or if they need to be adapted in some way.

Medical Conditions

We support children with a range of medical conditions following guidance set out in The Children and Families Act 2014 and Statutory Framework for EYFS (see Medical Policy)

Internal SEND support

Most children who need additional support receive this within the class in the following ways:

1. Additional teaching and support strategies – e.g. sensory, fine motor 1:1 support etc.
2. Small group work
3. Support with transition points – during the day and at key points in school life
4. The use of specialist resources

In some cases, pupils may need extra support in school time which goes above what the school is able to include as 'additional support'. In these cases, parents may have the opportunity to pay for further additional support services provided by the school. Access and cost of these services are at the school's discretion.

Education and Health Care Needs Assessment

The needs of the majority of pupils with SEN will be met effectively through the School's SEN support. However, where the child or young person has not made expected progress despite the SEN support in place, either parents or the School (with the parents' consent) have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Should the parents wish to do this independently of the school, they should keep the school updated of the actions.

If the Local Authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a pupil has an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Staff

At Dallington School we maintain a high adult to child ratio. Curriculum leads and teachers are responsible for ensuring that the environment and curriculum are accessible to all children. They are able to talk to the SENCo whenever they need additional support to do this and the school will seek advice from external professionals when necessary. Some children receive additional support from teaching assistants under the direction of the class teacher.

Governor responsibility

Please refer any queries to the Fiona Naylor or Cortina Butler (Chair of Governors).

Email Address: fiona.naylor@johnsonnaylor.co.uk; cortina.butler@gmail.com

External support

Dallington School currently works with the following organisations for additional support:

1. Local Authority Advisors
2. The Local Offer at www.islington.gov.uk
3. Child and Adolescent Mental Health Services
4. Occupational Health
5. Speech and Language Therapists
6. Educational Psychologists
7. Other Health colleagues
8. National Association for Gifted Children
9. The National Children's Bureau
10. The Michael Palin Stammer Centre

11. The Dyslexia Association

Training

Dallington School is committed to ensuring all staff members continue with their professional development. Staff attend training that is relevant to their cohorts or individual children. This may be through 1:1 sessions with professionals or larger group events. The School sources training from the Local Authority and staff attend national events. There is a regular programme of internal training for all staff.

Assessing and reviewing progress

Assessment for all children is continuous and staff members record their observations and results and input these each half term. This informs lesson planning for groups and individuals. Once a term the class teacher, SENCo and/or senior managers meet to look at progress. Where progress is not as expected, targets and strategies will be amended and included in teachers planning and individual SEND Support Plans.

Information from outside agencies/private consultants

We encourage parents and carers to share reports from medical and educational professionals with the class teacher and SENCo. It is important that we have a full picture of a child's needs and incorporate advice and appropriate strategies into the planning.

Consulting and working with parents

Staff teams communicate with parents on a daily basis. Formal parent/carer meetings are held each term, meetings for children with SEND may be longer. These meetings are usually with the class teacher but the SENCo may attend if appropriate. Team around the child (TAC) meetings take place so that professionals who work with the child can meet with staff and parents to review progress and plan future provision.

Parents receive a written report at the end of the academic year.

Consulting and working with children

Staff work closely to ensure that children are included in setting personal goals and contribute to the review process.

Transition

Every effort is made to gather evidence from parents, previous nurseries and schools, Health and other agencies or professionals when a child joins us. It is important that we have a full picture of the child in order to support their needs most effectively. After six weeks, staff teams meet parents to check the settling-in process was successful.

Staff teams meet internally to share information on children moving on within the school and children spend time in the next class to ensure there is a smooth transition.

The Class Teacher and SENCo make every effort to liaise with the next school to share information in advance of our children moving on.

Complaints

We work closely with parents/carers and children to resolve any difficulties that arise immediately. Parents/carers should go first to the Class Teacher or SENCo with any concerns regarding SEND. If the situation is not resolved, they should contact the Head or Governor responsible for SEND. The school will follow the Parental Grievance and Complaints procedure and refer to the guidance relating to complaints set out in Section 11 of the *SEND Code of Practice (2014)*.

This policy should be read in conjunction with other relevant school policies, particularly:

- SEN Information Report
- Accessibility Plan
- Admissions Policy
- Dallington Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Curriculum Policy

Appendix

Dallington School Short Term Support Plan

Child's name: **DOB:** **Status:** In class support/EHCPAssessment/EHCP

Area of learning	What are my strengths inthis area? 	What is my 	How will I achieve this? 	 Who will help me?	What is the outcome?

Parent / Carer signature: _____ **Class Teacher signature:**_____

Pupil signature: _____

Date of meeting: **Date to review plan:** **Agencies/professionals involved:**

Present at meeting: