Dunnington C of E (VA) Primary School

SEND Information Report

2025 - 2026

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Introduction



Welcome to Dunnington C of E (VA) Primary School's SEND Information Report. We are a fully inclusive school which has high aspirations for our pupils and ensures that everyone achieves their potential personally, socially, emotionally and academically in all areas of the curriculum. Our school is a Church of England, Voluntary Aided School with approximately 100 children on roll. Through our Christian ethos, we promote core values that create a friendly and nurturing environment for everyone. Our curriculum is designed to ensure we 'inspire all to be the best they can be', with access to high quality learning opportunities, which are inclusive for all so that the pupils make the best progress, whatever their need or ability.

This document is intended to give you information regarding the ways in which we support all of our pupils, including those with Special Educational Needs and Disability (SEND), in order that they can realise their full potential. It may not list every skill, resource and technique that we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing needs of individual pupils.

Children are identified as having SEND when their progress has slowed or stopped and the quality first teaching, interventions or resources etc. that have supported pupil learning put in place, do not produce the improvement expected. Once this occurs, we develop individual provision maps (IPMs) which help support pupil development and accelerate progress.

What needs does our school support?

A child has special educational needs if they have a significantly greater difficulty in learning that the majority of children of the same age, or if they have a disability, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Provision is made for children who have a range of needs, including:

- **Cognition and Learning** – children with moderate learning difficulties or specific learning difficulties.
- **Sensory, Medical and Physical** – children with; hearing impairment, sensory processing difficulties, diabetes.
- **Communication and Interaction** – children with autistic spectrum disorder, speech, language and communication needs.
- **Social, Emotional and Mental Health** – children demonstrating attachment difficulties, attention deficit hyperactivity disorder

SEND Staff Information

Dunnington C of E (VA) Primary School provides full access to all areas of the curriculum. Our staff are dedicated to provide our children with the very best education and life experiences possible. There are a range of expertise throughout the school which the children greatly benefit from. Together, we work hard to achieve success and we are committed to the development of every child in partnership with parents, carers and the community.

Early Identification

Early identification of children with SEND is essential. Our school promotes a graduated approach to assessing, identifying and providing for children's special educational needs. This approach follows the model of assess, plan, do, review to help children make progress and successfully access the curriculum.

The Role of our Teachers

Our class teachers are responsible for ensuring they provided quality first teaching, which supports a differentiated curriculum to meet the needs of all learners. Class teachers are responsible for the progress of the pupils in their class; this includes the recognition and support of those with additional needs.

They also have a duty to ensure they are following the recommendations from professionals. All teachers carefully monitor the children's progress on a daily basis as part of the learning that happens in the classroom. Formal 'pupil progress meetings' happen each term enabling us to track and identify children who require extra support. If the progress a child is making is not as expected, then the teaching staff will implement additional support and fill out an initial concerns form.

Additional support is planned, monitored and reviewed regularly. The SENCo works closely with the class teachers to ensure that interventions are successful. Should a child's progress continue to cause concern, the class teacher, in liaison with the SENCo, will arrange to meet with the parents and discuss their child's needs.

Individual Provision Maps

Discussions might also include accessing support from external services as well as specific SEND interventions delivered by other members of staff. All children accessing SEND support, that are identified as having SEND have an Individual Provision Map 'IPM' that is reviewed termly. The IPM includes information about their strengths, needs, appropriate strategies and resources and targets that they are working towards. In addition, every pupil listed on the SEND register will have a Pupil Passport. This document serves as a concise, one-page profile outlining the pupil's learning needs, strengths, and preferred approaches. It is designed to be readily accessible to any member of staff who may be newly involved in supporting the pupil's learning.

Education, Health and Care Plans (EHCP)

If a child has been identified as needing a high level of individual support, who is demonstrating a significant cause for concern, or their need is more complex than the interventions already put in place, then a statutory assessment will be considered. These discussions will involve the parents and carers as well as the external professionals involved through ongoing consultation. These requests are made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures.

Please see the Warwickshire website for further information about EHCP and the process.

https://www.warwickshire.gov.uk/requestehcassessment



Provision

Quality First Teaching

Teachers are expected to plan lessons which consider the specific needs of all of the children within their class, as well as those with SEND. Quality first teaching is delivered to ensure there is clear differentiation and support strategies throughout the year groups. This can be seen in a variety of ways:

- Children may be taught in small groups or on a one-to-one basis with the support of the teachers and teaching assistants. Where necessary children may receive specific interventions from specialist teachers.
- Lesson content is adapted to ensure there are a range of activities to suit the needs and learning styles of all learners.
- Provision for alternative recording methods.
- Resources readily available and accessible for all children.
- Deployment of teaching assistants.

Additional Support for Learning

We have 6 teaching assistants who are trained to support the teaching and learning within the classroom as well as with the delivery of interventions that pupils might require.

Teaching assistants will:

- Support pupils in small groups
- Support pupils on a 1:1 basis as and when required
- Deliver interventions for extra ‘catch-up’ or following the recommendations from external professionals and reports
- Also work alongside external professionals to ensure they know how to support pupils or deliver specific intervention for those pupils with specific or additional needs.

Expertise and Training

All of our teachers are fully qualified and have undertaken additional specialist professional development. We ensure that staff are supported by external professionals who offer advice on support programs, strategies and latest developments.

Example of Interventions

- Occupational Therapy to support fine and gross motor development

- Rapid Reading – specific reading scheme to develop the mechanics of reading as well as understanding and reading confidence.
- Snip Spelling – a programme to help children spell, read and write, especially those who may have a specific learning difficulty of dyslexia.
- Memory Magic – a programme to develop working memory skills.
- Listening Comprehension – intervention to develop attention and listening skills.
- Thrive - A Thrive intervention supports a child's social and emotional development by providing targeted activities that help them build secure relationships, regulate their emotions, and engage more positively in learning.

Resources

Working closely with the team of external professional and services, we are required to ensure that we not only provide the right intervention, but also the right resources to aid their learning. We act upon this advice and will implement resources and strategies for our children into the classroom.

This may include:

- Use of laptops or Chromebooks for children with recording difficulties
- Use of pencil grips and writing slopes to support writing positions
- Use of coloured overlays and exercise books with specific learning difficulties
- Use of and access to wobble cushions, fidget boards, Therabands, fiddle resources, work stations and safe places for children with sensory needs

We ensure our environments are communication friendly, which supports a range of children and their needs. We incorporate visual timetables, labelled resources, word mats, reading rulers and interactive whiteboards. When planning for the needs of our children, we ensure that they have the resources that will best support them and we are always looking for new and alternative ways if others are not successful.

Activities Available

We provide a wide variety of school clubs that are available for all our pupils. If we feel that a particular club would help develop your child's need or targets that they are working towards, we would recommend and offer this club to them. These changes depending on the term and are offered across all year groups.

In Year 5 and 6, the children have the opportunity to take part in an exciting residential trip. Staff escorting the children on these experiences are highly experienced. This trip allows children to build confidence, independence and create lasting memories.

The Oversley at Dunnington

Our Resource Provision, established in September 2025, serves as a specialist facility for children from across Warwickshire who have Social, Emotional, and Mental Health (SEMH) needs.

All pupils enrolled in our Resource Provision have an Education, Health and Care Plan (EHCP) identifying SEMH as their primary need. Placements are made in consultation with the Local Authority to ensure that each child receives the appropriate support.

For further information, please contact our SENDCo directly.

External Support Services

We are very proud of the relationships we have with our external professionals. Should a child require support from an external support service we are able to access advice, information and support from the following agencies:

Speech and Language (SALT) Sarah Roberts Tel: 01926 400001 South Warwickshire NHS Foundation Trust	**SEND Supported** Lizzie Sartain (Specialist Teacher Learning) Leonie Berry (Sensory Specialist) Tel: 07718299749 SEND Supported
Occupational Therapy South Warwickshire NHS Foundation Trust	**Educational Psychology Service (EPS)** *Dawn Preece (Senior Psychologist)* Warwickshire Educational Psychology Service
COMPASS (School Health) ***Tel:*** *033002 45204* Compass	**SENDAR (Assessment & Review Service)** *Louisa Hughes (Plan Officer)* Warwickshire County Council
Shakespeare Hospice **Bereavement Support ECHOES** *Alison Burford* The Shakespeare Hospice	**CAMHS/RISE** **(Child & Adolescent Mental Health Service)** RISE
Lifespace life space	**Parenting Project** Parenting Project

**Link on the image to visit the website.*

Child and Parental Involvement

We actively engage with our families throughout the year at Dunnington and are known for our 'Dunnington Family'. We encourage our families to work with us to ensure their child gets the support they need. We recognise the impact that this can have and think it is vital to involve all children, regardless of SEND, in their learning and in the decisions that are made about our school and the educational experience we provide.

For children that remain on the SEND Support Register, parents and carers will be encouraged to attend meetings to review their child's progress, celebrate successes and plan their next steps. The class teacher, including other professionals, will be invited where necessary.

Transition

We recognise that transitions can be difficult for all children, especially those with SEND. Within school we pride ourselves in taking steps to ensure that any transition is as smooth as possible. Links with our feeder childcare providers and transfer school are good, due to our close liaison with them.

Transition to Dunnington

When children join Dunnington from a previous setting, as a school we consult with the child's previous setting so that we are aware of their needs before joining us. This enables us to plan and prepare for a smooth and informed transition. Transition meetings are arranged with the parents/carers and class teacher so that information about the child can be discussed. We feel that these meetings are vital to ensure the child has a positive and smooth transition into our school. Families have the opportunity to ask questions and find out more information about the school and their child's class.

Secondary School Transition

Secondary transition is always an exciting but anxious time for our Year 6 leavers. However, when the time comes for SEND pupils to move onto the next school, we spend time with the families, planning and discussing the arrangements in liaison with the new school setting.

During the summer term, the children take part in programmes designed to tackle relevant issues that cause anxiety with regards to transition. It builds confidence, encourages independence and creates a positive transition experience. Where required, individual support is tailored to the needs of the child.

The SENCo from the relevant secondary schools are invited to a meeting in the term prior to their transition. This ensures that all staff are aware of the needs of our children and can make adequate arrangements in readiness for their transition. Additional visits to their secondary school are arranged.

Transition between Year Groups

During the summer term, transition meetings are held with the class teacher and parents/carers. This is particularly important when the child is transitioning into a new phase due to the mixed year group nature of our school, whereby the parents/carers meet with both the current and new class teacher. In this meeting ILPs are shared and any other relevant information that is important to that child's transition. Extra visits into new classrooms and additional time with the new class teacher is arranged. Where necessary, additional transition resources are created.

Evaluating the Effectiveness of SEND at Dunnington

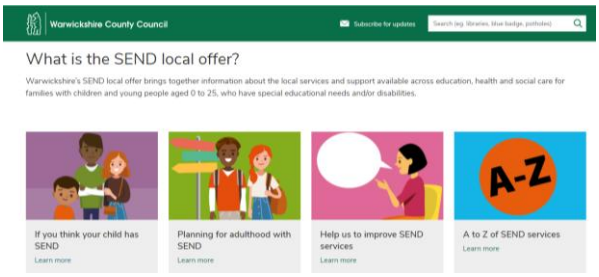
The effectiveness of the SEND provision at Dunnington C of E (VA) Primary School is evaluated as part of the whole school monitoring systems. This can include: pupil progress data, learning walks within the classrooms, planning

monitoring and overall outcomes for SEND pupils. The Governing Body also play a vital part in the monitoring of our provision.

Interventions are monitored regularly and evaluated to ensure we are completing the assess, plan, do, review cycle, which will include the involvement of parents and carers.

Progress of the children is measured through a variety of different ways, such as: evidence in books, teacher assessments, outcomes from baseline assessments and, for SEND children, progress towards their IPM targets. Progress is shared with the parents and carers through: termly SEND reviews, progress meetings, informal meetings and end of year school reports. Parents are encouraged to speak to class teachers and ask how their child is progressing.

Useful Contacts



SEND Local Offer

Warwickshire's local offer can be obtained from the Warwickshire website. This details information relating to the education of children with SEND as well as local resources and services.

https://www.warwickshire.gov.uk/send



Family Information Service

The Family Information Service (FIS) offers free support, advice and signposting for all families with children and young people aged 0-25 years.

https://www.warwickshire.gov.uk/children-families



SENDIAS

Warwickshire SEND Information, Advice & Support Service support parents and carers of all Warwickshire children with SEND, whether they are of pre-school age, or in a mainstream or special school.

https://www.kids.org.uk/warwickshire-sendiass-front-page