

Dunnington CE Primary School  
SEND information report 2025-2026

**What is the SEND information report?**

The Special Educational Needs and Disabilities (SEND) report contains information about services provided by Dunnington Primary School for children with SEND. Since 2014 schools are required to publish this information on their website with the intention of offering choice and transparency for families. This report may be read in conjunction with City of York's Local Offer which can be accessed on the City of York website or clicking on this link: <https://www.yorksend.org>

**Mrs Clare Thompson** is the Special Educational Needs & Disabilities Coordinator (SENDCo) at Dunnington Primary School and if you have any concerns about SEND she can be contacted on 01904 552910 or by emailing [head.dunningtonprimary@york.gov.uk](mailto:head.dunningtonprimary@york.gov.uk). The governor for SEND is **Mrs Ros Williams** who can be contacted via the school office.

**Support for your child at Dunnington Primary School**

At Dunnington Primary School we embrace the fact that every child is an individual and the educational needs of every child are different. We aim to nurture and support every pupil to achieve their full potential; all children receive quality first teaching and every teacher at Dunnington is a teacher of special needs. Some children may need additional support for some or all of their time at school to help them achieve their best. This report outlines the type of support we offer at Dunnington, how we can help if your child has additional needs and how to access this support.

A child is considered to have special needs if they have learning and/or physical disabilities which make it significantly harder for them to learn than most children of their age. Children with special educational needs or a disability (SEND) will need to be provided with help that is extra, or in some way different from most children, in order for them to make progress.

Following consultation with parents/carers, children who are identified as having special educational needs may be put on our Special Educational Needs and Disabilities register. This ensures that all staff are aware of their needs and arrangements can be made or additional resources accessed to support their learning. Children on our SEND register may have an Individual Education Plan (IEP) or an Education and Health Care Plan (EHCP) depending on their level of need. In all cases we work closely with parents/carers in decisions made about how the child's needs are met. The relationship between school and parents is important and parents/carers are invited to review progress and be involved in the target setting process.

## **How do we identify what additional needs your child has?**

If a teacher thinks a child may not be making their age expected progress and consider this may be because of a Special Educational Need, they will discuss their concerns with our Special Educational Needs Coordinator (SENDCo). The SENDCo and teacher may then carry out observations, assessments or screening tests over a period of time to gather further information in order to establish the nature of the problem. This information can then be used to put appropriate support in place to support the pupil's learning.

If a child has been identified as having SEND before they started at Dunnington we will use the information from their previous school to identify how we can meet their needs with us.

If parents think their child has a special educational need you can discuss this with your child's class teacher. We will observe your child closely and assess what may be the cause of their difficulty. If necessary, with your consent, school may ask for help to assess your child from a professional such as a Speech and Language therapist or an Educational Psychologist. This would only happen with your agreement and you will be kept fully informed of their findings and recommendations.

## **Categories of Special Educational Needs and Disabilities**

There are four broad areas of Special Educational Need:

<b>Cognition and Learning</b> <ul style="list-style-type: none"><li>• Slow progress in reading, writing and spelling, including Dyslexia</li><li>• Slow progress in maths</li><li>• Difficulty understanding spoken information</li><li>• Difficulty with concentration and attention</li></ul>	<b>Social, Emotional and Mental Health</b> <ul style="list-style-type: none"><li>• Difficulty making friends or relating to adults</li><li>• Difficulty regulating their behaviour and emotions</li><li>• Difficulty with anxiety</li></ul>
<b>Communication and interaction</b> <ul style="list-style-type: none"><li>• Difficulty expressing themselves</li><li>• Difficulty understanding others</li><li>• Speech impairments</li></ul>	<b>Sensory, physical or medical needs</b> <ul style="list-style-type: none"><li>• Hearing impairment</li><li>• Vision impairment</li><li>• Other physical or medical needs</li></ul>

Some children may have difficulties in more than one area leading to more complex needs. In this instance there will usually be a multi-agency approach using the support and advice of a range of professionals. If a child has more complex or severe needs, we may suggest asking the Local Authority for an Education, Health and Care Needs Assessment. This is a

Statutory Assessment that may lead to an Education, Health and Care Plan (EHCP) if your child has significant special needs that require additional resources beyond SEN Support.

### **How will my child with SEND be supported at Dunnington?**

All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential; however, sometimes an Individual Education Plan will be needed with individual 'SMART' targets and strategies to work towards achieving them. These strategies may include:

- Additional support in class from a Teaching Assistant
- Adapted work tailored to the child's needs
- Working in a small group or intervention either in or out of class
- Pre and post teaching
- Access to specific resources such as a laptop, workstation, concrete resources sensory tools or visual support
- Support during playtime and lunchtime with social situations
- Emotional and pastoral support from our Emotional Literacy Support Assistants (ELSAs)

All provision will be put in place in discussion with parents/carers and where appropriate the child.

The SENCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.

- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

### **The graduated response**

This graduated response is also called the Assess, Plan, Do Review. Children on the SEND register will have an individual education plan (IEP) which identified the outcomes and provision needed to meet a child's needs and allow a young person to make progress. These are reviewed termly as part of a graduated response. Clear SMART targets are identified alongside the provision needed to meet a child's needs; these are regularly reviewed and altered as part of the ongoing Assess, Plan, Do, Review cycle.

**Assess:** school will talk to a child's parents or the young person themselves to work out what support might be needed

**Plan:** once a child or young person's needs have been identified, school staff will work together with them and their family to decide what outcomes they want the child or young person to achieve and what support should be put in place to help them achieve those outcomes

**Do:** the staff, supported by the Special Educational Needs Coordinator (SENCO) where relevant, should put this support into practice

**Review:** the support received by the child or young person should be reviewed by everyone involved to see if it's working; if it is, it might continue, however, if it's not working, or if the outcomes have been achieved, some of the arrangements might be changed

Once this has been implemented, potentially for numerous successive cycles but progress is still not being made, you or school may decide it is time to request a needs assessment from the local authority. This assessment may result in an Education, Health and Care Plan (EHCP).

Any children who requires an EHCP will have annual and interim reviews. Parents, SENCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

The EHCP/ IEP are comprehensive documents that aim to coordinate your child's needs. Regular consultation with parents/carers, the pupil, teachers and other specialist professionals keep the pupil's voice at the heart of the decision-making process.

### **How is progress assessed and reviewed?**

At Dunnington we assess and review the progress of all pupils with the aim of ensuring every child reaches their full potential. Teachers use information from their tracking of

children's progress to ensure all children are making progress at their level. Senior leadership also check the progress of pupils and discuss how to make sure every pupil is on track to achieve their best.

Alongside this, teachers of children with SEND review personal targets that are in the child's IEP or EHCP. All adults involved in your child's education will work very closely with the class teacher in discussing targets and progress made. The SENDCo also closely monitors progress of all children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure your child's needs are met.

### **External agency support**

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND.

A request for support from external services is likely to follow a decision taken by the SENCo, colleagues, in consultation with parents/carers. External support services will usually see the child, so that they can advise staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- Educational Psychologist
- Speech and Language Therapist
- Specialist teachers for autistic spectrum, hearing impaired, visually impaired, physical or medical difficulties via York's Learning Support Hub
- Specialist teachers and teaching assistants from Enhanced Resource Provision (ERP) for Speech and Language, Dyslexia and Behaviour Support via York's Learning Support Hub
- Child and Adolescent Mental Health Service (CAMHS)
- School Wellbeing Worker
- Local Area team
- Children's Services
- School Nurse

### **What emotional well-being support do we offer?**

Here at Dunnington social and emotional well-being of all pupils is very important to us and we have trained Emotional Literacy Support Assistants (ELSAs) in school. Our ELSAs can work 1:1 with children or in small groups on a variety of subjects including emotions, self-esteem,

self-regulation, friendships and resilience. We have access to support from our School Well-being Worker who can provide emotional and mental health advice. They can also be a point of contact between school and Child and Adolescent Mental Health Services (CAMHS).

### **How accessible is the school environment?**

The building is fully accessible by ramp or steps. Disabled parking bays are provided at the front entrance car park. The main entrance has wide doors that are operated electronically. Signs are in place throughout the building. Emergency routes are clearly marked. There are disabled toilet facilities next to the Medical room. All classrooms are fitted with blinds to reduce glare. School can access specialist equipment if required.

If your child has specific access requirements we will be pleased to discuss this with you.

### **Transition Arrangements**

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible providing enhanced transition plans devised in consultation with the child, if appropriate, school staff and parents/ carers. Transitions are carefully planned between year groups, key stages and settings and are bespoke to a child's individual needs.

### **Staff training and expertise**

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed such as ADHD, Makaton and de-escalation. At Dunnignton, every teacher is a teacher of SEND.

### **Use of Alternative Provision**

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable

education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

### **Ofsted Report 2022**

"The needs of pupils with SEND are identified by the special educational needs coordinator (SENCo) and shared with staff. The SENCo writes profiles for pupils with SEND. Teachers use this information well to support pupils with SEND during lessons and at other times of the day. For example, for some pupils, teachers share important information with lunchtime staff. In lessons, skilled staff break down learning into the smallest steps. This is helping pupils with SEND to make good progress."

### **Complaints**

#### ***"What if you have a concern or complaint?"***

We hope that we can all work together to see your child make good progress. If however you have a concern or complaint about the way we have supported and helped your child, the following steps should be taken:

- Discuss the matter with the class teacher and/or the SENDCo
- If the problem is not resolved arrange a meeting with the Head Teacher. It may be appropriate for others to be involved in the meeting (e.g. the class teacher, SENDCo or Educational Psychologist) You can also speak with the SEND Governor, Mrs Ros Wilson. We will make every effort to resolve the matter in school
- If the problem still remains unresolved you can meet with a representative of the Local Authority. Contact a member of the SEN department on 01904 554320 or emailing [SENdept@york.gov.uk](mailto:SENdept@york.gov.uk) to arrange this"
- You can also refer to our Complaints Procedure, which can be found on the school website.