



# Special Educational Needs and Disabilities (SEND) Information Report for Dunnington Church of England Primary School

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our [Trust SEND Policy](#) which is available on our school website.

<b>DOCUMENT HISTORY</b>	
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Author	Rachel Spence (SENC0)
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**What types of SEND does Dunnington Church of England Primary School provide support for?**

Our school provides for pupils with the 4 broad areas of need outlined in the SEN Code of Practice 2014, however a child may have more than 1 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 not understand or use the social rules of communication.

- Speech, Language and Communication Needs (SLCN),
- Developmental Language Disorder (DCD)
- Autistic Spectrum Disorder

**Cognition and Learning**

Pupils with needs in this area usually learn at a slower pace than their peers.

- Specific Learning Difficulty (SpLD) which impacts 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

**Social, Emotional and/or Mental Health Needs**

These needs may reflect a wide range of underlying difficulties or disorders. These needs can manifest in many different ways.

Pupils may have:

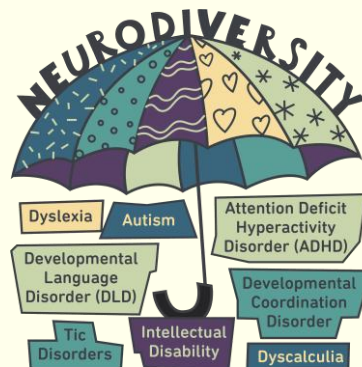
- Mental health difficulties such as anxiety, depression or an eating disorder.
- ADD, ADHD or attachment disorder.
- Suffered adverse childhood experiences.

**Sensory and/or Physical Needs**

This includes children with sensory, multisensory and physical difficulties. These pupils may need ongoing additional support and equipment to access the opportunities available to their peers.

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)
- Sensory Processing Disorder (SPD)

You may have heard the terminology, Neurodiversity. This refers to every human brain being different and having different learning styles, it includes everyone's brains. A Neurodivergent person, describes someone who views the world in a different way from a Neurotypical person.



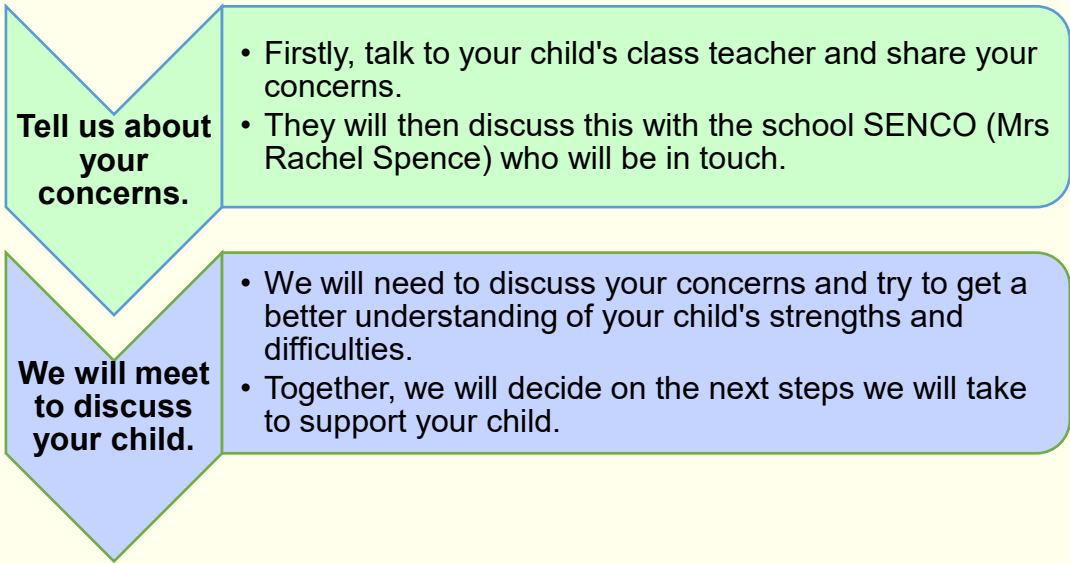
**Who do I contact if I have a SEND query?**

**Inclusion Team:**

<b>SENCO</b>	<b>SEN Governor</b>
Mrs Rachel Spence	Mrs Ros Williams
<u>Contact details</u> Email: <a href="mailto:rachel.spence@dunnington.york.schools.net">rachel.spence@dunnington.york.schools.net</a> Telephone: 01904 552910	<u>Contact details</u> Email: <a href="mailto:dunningtonprimary.school@york.gov.uk">dunningtonprimary.school@york.gov.uk</a> Telephone: 01904 552910

Mrs Rachel Spence is a qualified teacher. She has completed training around meeting the needs of children with additional needs including receiving the National Awards for Special Educational Needs and Disability Co-ordination (NASENCO) and also has a PGCert in Advance Practice in Speech, Language and Communication Needs. She continues her professional development through attending additional training when required to support meeting the range of needs within our school.

**What should I do if I think my child has SEN?**

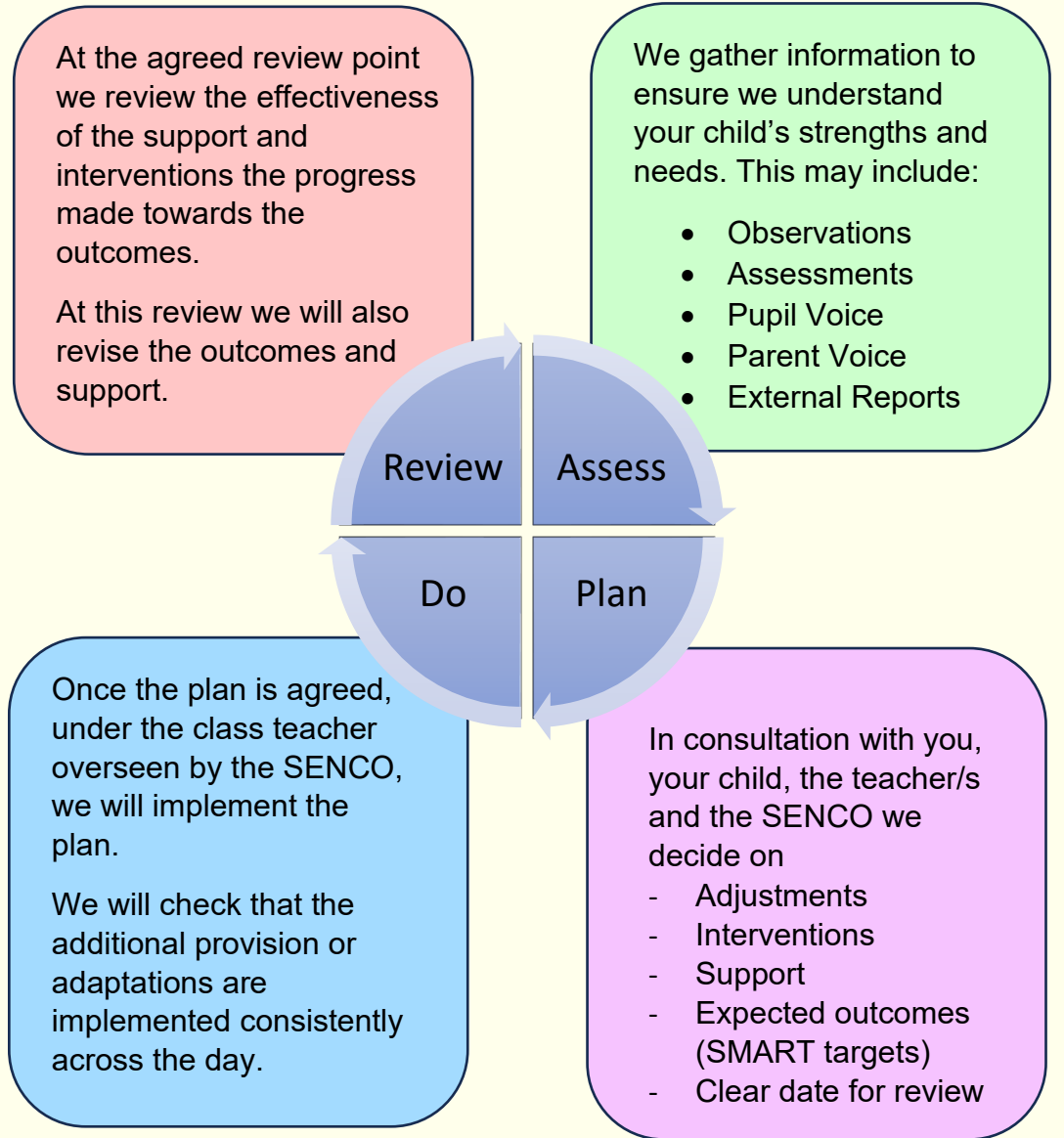


Within our school a child does not need a diagnosis in order to access support. We are needs lead rather than diagnosis lead and believe in working together with families to ensure we are providing the support needed for children.

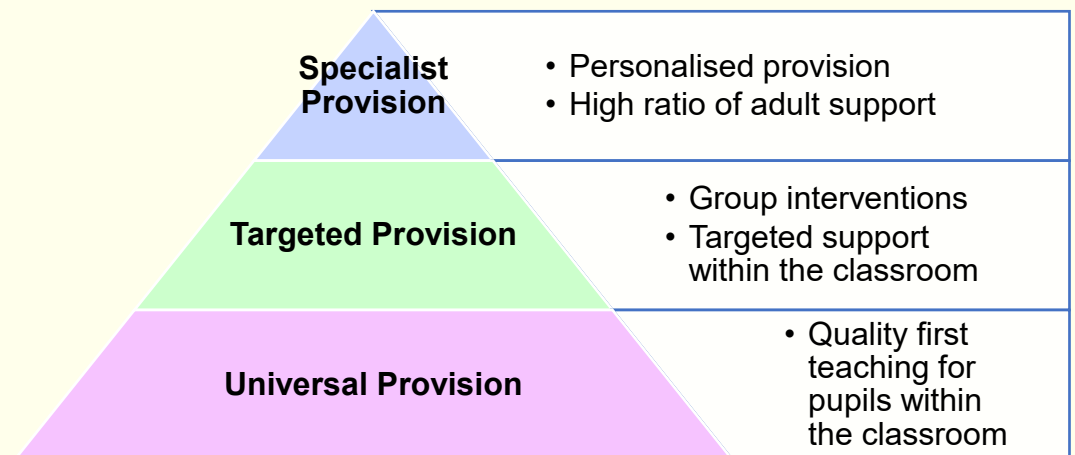
If a child does have a diagnosis, they will have a pupil information document outlining their needs and, where applicable, an individual education plan. It does not necessarily mean we will be able to apply for an Education Health Care Plan (EHCP). The local authority sets the criteria for the EHCPs, not school.

**How will the school identify, assess, monitor and review plans for my child to make progress?**

Within school we offer a Graduated Approach to SEND to take action to remove barriers to learning and put effective special educational provision in place. This means we carry out the process of Assess, Plan, Do, Review on a regular basis to make sure we are continually meeting the needs of the individual children within our school.



Provision within school comes under 3 main headings:



**How will the school adapt its teaching for my child?**

Your child’s teachers are responsible and accountable for the progress and development of all the pupils in their class.

Adaptive teaching is not a 'one size fits all' approach, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We:

- Pre-teach key vocabulary
- Use visual scaffolds to support learning
- Chunk instructions and check understanding
- Use dual coding (visual and verbal)
- Build retrieval practice into our learning
- Encourage independence through supporting adults stepping away so the child can work on their own with scaffolds to support them.

<b>Speech Language and Communication Needs</b>	<b>Cognition and Learning Needs</b>
Pictures and symbols used to support communication Additional processing time (for processing and responding) Visual timetables Chunk instructions Provide sentence stems Reduce language	Word banks Sentence stems Scaffolds Modelled and worked examples Flexible grouping Concrete resources Coloured overlays / paper Use of ICT
<b>Social, Emotional and Mental Health Needs</b>	<b>Sensory and / or Physical Needs</b>
Seating within the classroom Frequent check ins with a familiar and trusted adult. Safe spaces or quiet areas Predictable routines Calm classroom environment Emotionally supportive language Supported transitions	Sensory circuits Movement breaks Sensory supports e.g. fidgets, wobble cushions, ear defenders Soft start and end to the day Break out spaces, including a sensory space Alternative recording methods

<p><b>Which staff will support my child and what training have they had?</b></p>	<p><b>Teaching Staff:</b></p> <p>All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff have also received external training in:</p> <ul style="list-style-type: none"> <li>• Trauma informed teaching</li> <li>• Neurodiversity awareness training</li> <li>• Relational approaches</li> <li>• Adaptive teaching</li> <li>• OPAL Training</li> </ul> <p><b>Support Staff:</b></p> <p>We have a team of Teaching Assistants, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN Provision both within the classrooms and to deliver specific interventions, including:</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Social Skills interventions</li> <li>• Multiple reading and writing based interventions</li> <li>• Colourful Semantics</li> <li>• OPAL Training</li> </ul>
<p><b>How will the school evaluate whether the support in place is helping my child?</b></p>	<p>We will evaluate the effectiveness of provision for your child by:</p> <ul style="list-style-type: none"> <li>• Reviewing their progress towards their goals</li> <li>• Reviewing the impact of interventions</li> <li>• Using pupil questionnaires</li> <li>• Monitoring by the SENCO</li> <li>• Holding an annual review (if they have an education, health and care plan (EHCP))</li> </ul> <p>In addition to the above, as a school our SEND provision is evaluated through:</p> <ul style="list-style-type: none"> <li>• Tracking pupils' progress</li> <li>• Monitoring across the school by the SENCO and Senior Leadership Team,</li> <li>• Getting feedback from pupils and parents / carers</li> </ul>

<p><b>How will my child be involved in decisions made about their education?</b></p>	<p>We put pupils at the heart of all decisions made about special educational provision. Children’s voices are included in the reviews of Individual Education Plans and their Pupil Information Document wherever possible, and they are involved in discussions about the support they receive in class. Their Pupil Information Document reflects their individual views and preferences.</p> <p>We may seek your child’s views by asking them to:</p> <ul style="list-style-type: none"> <li>• Attend meetings to discuss progress and outcomes</li> <li>• Write or draw their views.</li> <li>• Discuss their views with a member of staff who can act as a representative during the meeting.</li> <li>• Complete a survey.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div data-bbox="437 831 948 1093" style="border: 1px solid black; border-radius: 50%; background-color: #d1c4e9; padding: 10px; text-align: center;"> <p>I share my views by talking to my class teacher.</p> </div> <div data-bbox="954 734 1458 1043" style="border: 1px solid black; border-radius: 50%; background-color: #c8e6c9; padding: 10px; text-align: center;"> <p>I share my views by sorting cards to show what I like and don’t like.</p> </div> </div>
<p><b>How will I be involved in decisions made about my child’s education?</b></p>	<p>We put your child and their family at the heart of all decisions we make around special educational provision. We know that you’re the expert when it comes to your child’s needs and aspirations. We want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.</p> <p>Your class teacher will meet you termly to:</p> <ul style="list-style-type: none"> <li>• Set clear outcomes for your child’s progress</li> <li>• Review progress towards those outcomes</li> <li>• Discuss the support which will be put in place to help your child make progress.</li> <li>• Identify what we will do, what we will ask you to do and what we will ask your child to do.</li> </ul> <p>There may be occasions where the SENCO attends as well to ensure the children are working towards their given targets and update parents on the progress. Where needed these meetings occur more frequently to make sure the needs of the children are being met.</p>

**How will school resources be secured for my child?**

**Which additional agencies will the school work with?**

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families, including:



**How will the school support my child’s mental health, emotional and social development?**

A child’s well-being is always our priority. All children are taught PSHCE (Personal, Social, Health and Citizenship Education) as part of their curriculum and this covers a wide range of aspects including keeping ourselves safe, building relationships, mental health and wellbeing.

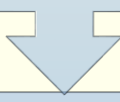

In school, we have a trained teaching assistants who works with key children identified as needing extra support with their emotional and social development. We provide support for pupils through 1:1 sessions or group sessions. These may include:

- ELSA (1:1 intervention)
- Additional adult support in lessons
- Access to the sensory space within school and also sensory resources in the classrooms.
- We also access support from the Wellbeing team from the City of York Council who support children on a 1:1 basis or as part of a group intervention.

	<p>Behaviour in school is carefully monitored; strategies include</p> <ul style="list-style-type: none"> <li>• Zones of regulation check ins</li> <li>• OPAL scheme implemented at breaktime and lunchtimes.</li> <li>• Restorative Practice</li> <li>• Use of break out spaces when needed</li> <li>• Liaison with parents</li> <li>• Phone calls and letters home</li> <li>• Behaviour plans/reports as identified</li> <li>• Change of face</li> <li>• CPOMS capture (our secure system for recording, managing and monitoring incidents within school)</li> </ul> <p>Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. Staff are trained to support children to understand these feelings.</p>
<p><b>How will the school make sure my child is included in activities alongside pupils who don't have SEN?</b></p>	<p>Within school we work alongside families and external agencies to ensure all children with additional needs are allowed the opportunity to work alongside their peers within school to succeed.</p> <p>All pupils are encouraged to take part in sports days, school performances, special workshops, school visits, residential and extra-curricular activities.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div data-bbox="438 1512 917 1713" style="border: 1px solid black; border-radius: 50%; background-color: #e6e6fa; padding: 10px; width: 25%;"> <p>All children in Year 4 attend swimming lessons.</p> </div> <div data-bbox="941 1467 1460 1814" style="border: 1px solid black; border-radius: 50%; background-color: #e6ffe6; padding: 10px; width: 25%;"> <p>All children are invited to participate in sporting events, it may be that additional adults attend.</p> </div> </div> <div data-bbox="406 1780 1236 2105" style="border: 1px solid black; border-radius: 50%; background-color: #d1c4e9; padding: 10px; margin-top: 20px; width: 50%;"> <p>All children were involved in the Early Years and Key Stage 1 performance and went on the stage. Children with SLCN needs were given speaking parts.</p> </div>

<p><b>How does the school make sure the admissions process is fair for pupils with SEN or a disability?</b></p>	<p>Dunnington Church of England Primary School strives to be a fully inclusive school. All pupils are welcome, including those with Special Educational Needs, in accordance with the Local Authorities and <a href="#">Trust admissions policy</a>.</p> <p>According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health and Care Plan (EHCP) educated in a mainstream school, the Local Authority must provide a place unless the school is unsuitable to the young person’s age, ability, aptitude or special educational needs or attendance at the school is incompatible with the efficient education of other students, and where there are no reasonable steps that can be taken to prevent this incompatibility.</p>
<p><b>How does the school support pupils with disabilities?</b></p>	<p>Every effort is made to include students with physical disabilities in our school:</p> <ul style="list-style-type: none"> <li>• The majority of our classrooms are fully accessible to students with limited mobility.</li> <li>• Other aids and equipment is made available to support access to both the environment and the curriculum.</li> <li>• Timetable adjustments may be made to support students.</li> <li>• For visits and residential every effort is made to ensure reasonable adjustments are made for the participation through discussions with the family, trip leaders, senior leaders, the SENCO and any other supporting adults or agency involved.</li> </ul> <p>For more information, please see our <a href="#">Accessibility Plan</a>.</p>
<p><b>What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?</b></p>	<p>Within school transitions are managed as carefully as possible to support children’s individual needs. Where children are moving from or to a different setting the SENCO would always meet with the other setting.</p> <p><b>Transitions within school:</b></p> <p>To help pupils with SEN be prepared for a new school year we:</p> <ul style="list-style-type: none"> <li>• Provide time for the current teacher and next years teacher to discuss the pupils SEND needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Schedule lessons with the incoming teacher towards the end of the summer term for transition lessons.</li> <li>• Where appropriate, additional time before will be spent building up a relationship with this adult where possible.</li> </ul> <p><b>Between schools where it is not a phase move:</b></p> <p>When your child moves to our school, we will contact you to arrange a meeting to discuss your child’s needs and discuss the provision which needs to be put in place for them. We will also ask if we can contact their previous school to obtain information and records from them.</p> <p>When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.</p> <p><b>Primary School to Secondary School Transition:</b></p> <p>The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support. We will discuss what the transition package would look like for these pupils in case they need an enhanced transition.</p>
<p><b>What support is in place for looked-after and previously looked-after children with SEN?</b></p>	<p>Mrs Clare Thompson will work with Mrs Rachel Spence, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil’s circumstances and their SEN might interact, therefore what the implications are for teaching and learning.</p> <p>Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.</p>

<p><b>What should I do if I have a complaint about my child's SEN support?</b></p>	<p>Where you have a concern about SEN provision in our school, you should:</p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p>Informally raise your concerns with the class teacher, SENCO or Head Teacher</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p>If this does not resolve your concern you are welcome to submit the complaint formally.</p> <p>Formal complaints about SEND provision should be made to the class teacher, SENCO or Headteacher in line with the trust complaints policy.</p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px;"> <p>If you are not happy with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.</p> </div> <p>Yorkshire Learning Trust's <a href="#">Complaints Policy</a> for guidance on the process. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the <a href="#">SEN Code of Practice</a>.</p> <p>To find out about disagreement resolution and mediation services in our local area, please see: <a href="https://sendiassnorthyorkshire.co.uk/">https://sendiassnorthyorkshire.co.uk/</a> <a href="https://www.yorksendiass.org.uk/">https://www.yorksendiass.org.uk/</a></p>
<p><b>What support is available for my family?</b></p>	<p>If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.</p> <p>To see what support is available to you locally, have a look at the Local Authority Local Offer which is published here:</p> <ul style="list-style-type: none"> <li>• City of York: <a href="https://www.yorksend.org/">https://www.yorksend.org/</a></li> </ul> <p>Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:</p> <ul style="list-style-type: none"> <li>• City of York: <a href="https://www.yorksendiass.org.uk/">https://www.yorksendiass.org.uk/</a></li> </ul> <p>Local charities that offer information and support to families of children with SEN are:</p> <ul style="list-style-type: none"> <li>• <a href="#">York Inspirational Kids</a></li> <li>• <a href="#">York Down Syndrome Support Group</a></li> <li>• <a href="#">York Parent Carer Forum</a></li> </ul>

- [Lollipop](#) – Support for families with Deaf Children
- [Club Wilder](#) – Support for families with Visually Impaired Children
- [Parent, Carer Voice North Yorkshire](#)
- [The Barn](#), Tadcaster – offers Youth Clubs and a Children Family Group for Neurodiverse Children

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)