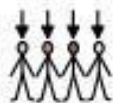


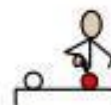


SEND Information Report

2025 - 2026



Helping Everyone Understand:



We want everyone to understand this information. We can



give you this information in a different way to help you



understand. Ask the office and they will help you.

Our school exists to serve the unique academic, physical, social, and emotional needs of its students. We are committed to providing the best, quality education for our pupils as they grow and flourish through Primary school and towards the next stage of their life and their learning.

Our core Values help us REACH our potential:

- ***Respect*** – We care for each other and accept our differences.
- ***Equity***– We treat each other equally and ensure that we all get what we need to succeed.
- ***Ambition*** – We have ambition for ourselves and our friends – to do well.
- ***Care*** – We care for ourselves, each other, our school, the wider community and the world we live in.
- ***Honesty*** – We are honest with ourselves and each other – we tell the truth

At The Dassett Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure that everyone is valued and included while recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The Dassett C of E Primary School recognises that all children and young people are individuals and not all pupils are able to access learning in the same way. At The Dassett, we are committed to meeting the academic, social, and emotional needs of all our pupils. We ensure all pupils have the

opportunity to reach their full potential and make progress within a positive, stimulating & nurturing environment. We believe children thrive when all key people in their lives work as a team to secure the very best outcomes.

We are committed to working with parents and young people with SEND, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014 and associated regulations, so we can work together to support your child's learning journey regardless of need from birth to 25 years old.

We are a fully inclusive mainstream school that ensures all of our pupils develop their potential personally, socially, spiritually, emotionally and academically in all areas of the curriculum regardless of gender, ethnicity, religion, social background, physical ability or educational needs.

What is a SEND Information Report?

The purpose of a SEND Information Report is to provide a clear and supportive breakdown for parents and families in order to create a shared understanding of how pupils with SEND are supported to flourish throughout their time at The Dassett.

Under the Children and Families Act 2014, the governing body of maintained schools, maintained nursery schools and academy schools must publish information on their websites about the implementation of the setting's policy for pupils with SEND. This information should be updated annually, with any changes to the information that occurs through the year being updated as soon as possible. The information that is required is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015.

How has this SEND Information Report been produced?

We place open, two-way communication at the heart of our partnership with our children and their families. In the production of this report, the opinions, ideas, thoughts and experiences of our children's parents and families have been captured through meetings and discussions with our

SENCO. This information, along with that gained through our Pupil Voice processes, has been used to guide both the content and the format of this document.

What are Special Educational Needs?

In the Special Educational Needs and Disability (SEND) Code of Practice (2014), SEN is defined as:

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.’

The SEND Code of Practice: 0 – 25 years (January 2015) states:

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability of he or she:

- has significantly greater difficulty in learning than the majority of children of the same age, or
- has a disability, which prevents or hinders him or her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

What types of SEND do we provide for?

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

How are children with SEND identified?

To identify children who may have special educational needs, we consider children's progress by analysing:

- Performance as part of ongoing teacher observation and assessment
- Outcomes from summative assessments
- Performance against the Year Group Expectations within the National Curriculum
- Specialised standardised screening or assessment tools.
- We hold regular Assessment Meetings between Senior Leaders and Class Teachers alongside Termly Conferences between teachers and parents/carers. A decision to put a child on the SEN register and make SEN provision will involve the class teacher and the SENCO considering all of the information gathered about the child's progress alongside national data and expectations of progress.
- Our SEN support arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised; leading to a growing understanding of the child's needs and of what supports them in making good progress and securing good outcomes. The four stages of the cycle are Assess- Plan- Do- Review.
- The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised and an Individual Education Plan will be written. This document captures the strengths a child has, their voice as learners and identifies targets to help them overcome the barriers they are experiencing.

What is our approach to teaching children with SEND?

We follow a graduated response to supporting children with SEND with the aim of reducing underachievement and ensuring all those children we are privileged to serve, flourish.

Available [here is a flow chart](#) showing you the steps we take to support children with SEND. We only move from one step to another if your child still needs more support and is not making good progress. If your child makes excellent progress, we may decide to move back a step. You will be involved every step of the way and please feel free to ask us if you have any questions!

How do we adapt the curriculum and learning environment?

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

To adapt the curriculum and learning environment for pupils with SEND, we:

- Use a range of evidence based teaching strategies
- Scaffold learning materials
- Provide access to technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils

- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Use appropriate rewards and sanctions
- Regularly review our policies and practices in light of current research in order to achieve best practice

How will I know if my child is progressing?

The progress of all children is monitored via termly pupil progress meetings where attainment levels in subjects are analysed by the class teacher and headteacher. If children are part of any interventions they are assessed at the start and end of intervention in order to evaluate the impact of the intervention. This data is then used to plan next steps for children.

How are pupils with SEND enabled to engage in activities available to those children in school who do not have SEND?

At the Dasset, we offer a broad spectrum of extra-curricular activities that are available to all children. To meet the needs of children with SEND we would adapt activities within the sessions so that their contribution is as significant and valued as any other. Last year, at least one of our extracurricular clubs was attended by 90% of all children. This figure rose to 92% for pupils on our SEND register. Opportunities to represent the school are regularly given to children with SEND such as in the recent Dodgeball competition where 75 percent of our team were children with SEND. At the Dasset we strive to ensure that SEND is never a barrier to participation in anything we offer.

How do you support transitions between phases and stages?

Starting school in Reception

We have a structured transition programme into Reception classes with strong links with our partner nurseries including staggered intake. We can adapt our induction programme to meet the needs of children with SEND who may need longer to settle or extra visits. When your child is starting school in reception you will receive a home visit meeting from the class teachers and class teaching assistant. During this visit, any additional needs your child has can be discussed and explored together.

Transition between Classes

When a child is moving to a new class they will have the opportunity to meet their new class teacher on their own transition morning. During this morning, they will spend time in their new class completing 'getting to know me' activities in which the teacher will learn all about their new class. Part of this session will enable children to ask any questions that are pertinent to them or any information they desperately want their new teacher to know. Children with SEND are then invited in on the first day of term (Inset day) where they can see their new classroom layout and orientate themselves with any news systems they may encounter.

Secondary School

All children will be visited in school by a staff member of the secondary school they will be attending. The class teacher will also meet privately with the secondary school staff member to discuss confidentially any additional provisions in place for the child as well as identifying interests and particular skills that the secondary school should be made aware of. All children will then be invited to visit their chosen secondary school for a full transition day where they will be able to spend time at their new school with their new teachers. For children with SEND, they will receive an additional transition day and secondary school staff will meet with our SENDCO in order to hand over important information safely and securely.

What expertise and training do our staff have to support pupils with SEN?

At The Dasset, we believe that all teachers are teachers of children with special educational needs and at the heart of our provision is Quality First Teaching. Because of this, much of our staff training is focused on supporting our team to develop their knowledge and skills in evidence-based approaches such as Cognitive Load Theory and Interleaving. All of our teaching staff participate in a range of training opportunities with SEND as the focus. For example: Individual Consultations with Speech and Language Therapists, learning support specialists or Educational Psychologists as well as 'In-house' staff meetings and INSET on a variety of topics including Mapping Provision and creating Effective Individual Education Plans. Our staff training is always structured around our school development plan and adapted to meet the changing needs of the school.

How can you support my child with their emotional and social development?

- We acknowledge that children can only truly fulfil their potential if their Emotional and Social Development is fully supported. At the heart of this support, is our inclusive culture and strong relationships which enable children to feel safe and happy in our school.
- Additionally, listed below are the range of provisions and tools we use to secure our children's Emotional and Social Development:
- School PSHE Jigsaw scheme.
- The Jigsaw scheme aims to ensure children at all ages are taught about inclusion and recognising and celebrating differences in order to prepare for life modern Britain.
- Programmes for Emotional Literacy and processing and emotions where deemed necessary.
- Cognitive Behaviour Therapy strategies are used in class and a member of staff is trained to deliver the ThinkSmart programme.

How do we work with external agencies and professionals?

To ensure our children's needs are met effectively, we work with a range of external agencies and professionals. If we would like to access additional advice and support for your child by referring them to one of the below services, this will be discussed with you fully before seeking your consent.

- NHS Speech and Language Therapy
- Warwickshire Specialist Teaching Service
- Warwickshire Educational Psychology Service
- NHS Occupational Therapy

How are Looked After Children with SEND Supported?

At The Dasset, we consider children's needs holistically and always strive to understand a child's needs within the context of their lived experiences.

For children who are Care Experienced or currently in the care of the Local Authority, we work closely with their families and carers to understand each child's needs and draw on external expertise, such as support from the Virtual School to ensure our provision is best placed to support the,

The Designated Teacher for Looked After Children is Mr. Dan Hackett.

Our Education of Children Looked After and Children Previously Looked After Policy is available [here](#).

What do I do if I am not happy about the SEND provision made at the school for my child?

We always seek to work in partnership with children and their families and strive to meet the needs of all our school community. However, we appreciate on occasions parents may wish to further discuss their child's SEND provision. In the first case we would encourage you to arrange a meeting via appointment with the SENco and head teacher. Should you wish to escalate your concerns further our complaints policy is available via this link [complaints policy](#) any concerns about Statutory Assessment processes for SEND should be raised directly with the [Local Authority](#).

Who can be contacted and how?

Your child's Class Teacher is your first point of contact and they are available at the end of the school day to talk to in person.

They are also contactable via our School Office where Mrs Sarah Boyle is available to speak to in person or available either by email (admin3216@welearn365.com) or phone (01295 770267)

Our SENDCo is Mr Dan Hackett and he can be contact via our School Office.

Our SEND Governor is Mrs Jackie Shakespeare who is also contactable via our School Office.

Where can the Local Authority's local offer be found?

As a school, we always seek to work in partnership with the Local Authority in order to best meet the needs of our children and their families.

Information about Warwickshire's local offer can be found at <https://www.warwickshire.gov.uk/send>

Where can I find further information?

Our SEND Policy is available [here](#)

Our Accessibility Plan is available [here](#).

Our Policy for Supporting Children with Medical Conditions is available [here](#).

Families may also find further useful information from the organisations listed below:

- Special Educational Needs and Disabilities Information Advice and Support Service - [SENDIAS](#) is a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

- The Family Information Service ([FIS](#)) offers information, advice and support to families in Warwickshire on a variety of topics to help meet all the needs of children and young people so that they are happy healthy and able to learn and develop securely.