

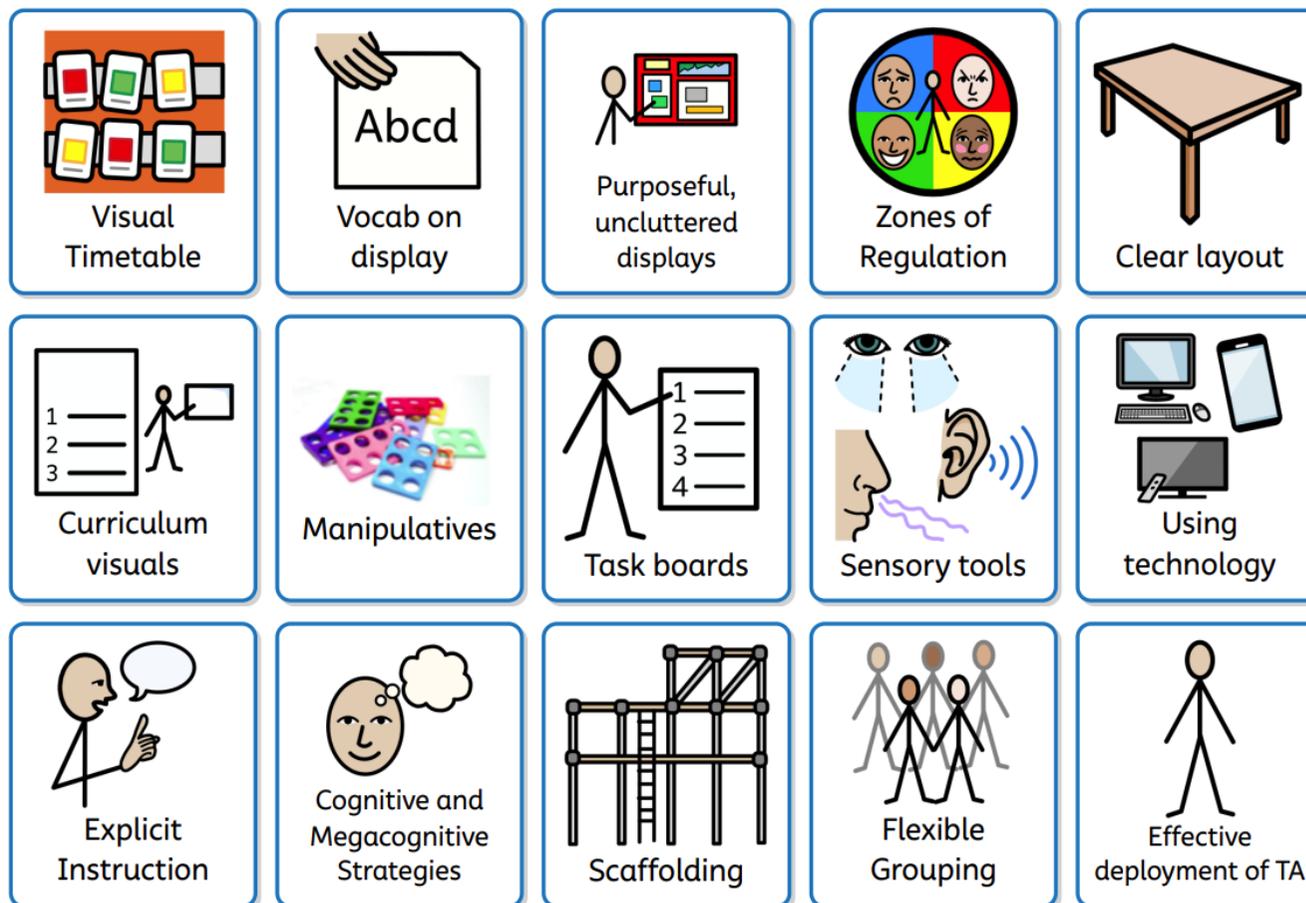
# Dunmore

## SEN Support Guidance



At Dunmore, our approach to SEND and inclusion is rooted in the belief that every pupil can make progress when high-quality teaching is adapted to meet individual needs. Research consistently shows that the most effective support for learners with SEND is delivered through *inclusive classroom practice* rather than through interventions alone. Drawing on the Education Endowment Foundation’s (EEF) **“Five-a-day” principles**, we focus on (1) maintaining high-quality teaching for all, (2) understanding individual needs, (3) supporting pupils to plan, monitor, and evaluate their learning, (4) using scaffolding to build independence, and (5) adopting flexible grouping. These principles align with the wider research evidence that what works for pupils with SEND—clarity, structure, and responsive teaching—benefits every learner. Our aim is to ensure that inclusion is not an additional layer of support, but a culture of belonging embedded in everyday practice.

## SEN Universal Offer- Every Classroom, Every Day



In the classroom, this means teachers proactively plan for diversity rather than reacting to difference. Lessons are structured around *clear explanations*, *purposeful modelling*, *guided practice*, and *regular opportunities for retrieval* to support working memory. Scaffolds—such as visual prompts, structured sentence stems, or partially completed examples—are used flexibly and gradually reduced as independence grows. Teachers use *targeted questioning* and *feedback* to check understanding and address misconceptions swiftly. Flexible grouping enables collaboration and peer modelling while maintaining high expectations for every learner. Importantly, support staff and teachers work in partnership, ensuring that interventions complement, rather than replace, high-quality classroom teaching. Through this approach, we create an inclusive environment where all pupils, including those with SEND, feel valued, challenged, and supported to achieve their potential.

## **Targeted and Specialist Interventions**

At Dunmore, we believe that inclusive education begins with **high-quality, adaptive classroom teaching** for all learners. Targeted and specialist interventions are used *in addition to*, not instead of, quality-first teaching.

Our interventions are selected based on individual need, evidence of impact, and professional judgement, and are delivered by trained staff in partnership with class teachers, parents, and where appropriate, external professionals.

We regularly monitor and review all interventions to ensure they are effective and that pupils can apply new learning within the classroom context.

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### **Communication and Language**

- **Wellcomm:** Early speech, language, and communication screening and support programme.
- **Makaton:** A sign, symbol, and speech system used to support understanding and expression.
- **Aided Language Boards:** Visual communication boards to model and support expressive language.
- **Colourful Semantics:** Structured approach to developing sentence building, grammar, and comprehension.
- **May I Join You?:** Programme supporting social communication, turn-taking, and confidence in interaction.
- **Social Stories™:** Personalised short stories used to teach social understanding, routines, and transitions.

### **Cognition and Learning**

- **Numberstacks:** A mastery-based, multisensory maths intervention developing number sense and confidence.
- **Rocket Phonics SEN Approach:** Adapted phonics teaching using structured, cumulative, and multisensory strategies.
- **Nessy:** Online literacy programme supporting reading, spelling, and phonological awareness, particularly for pupils with dyslexia.
- **ARCH Readers:** Targeted reading sessions to build fluency, confidence, and comprehension through structured practice.
- **Pre-teaching:** A proactive strategy introducing key vocabulary or concepts before whole-class lessons to build familiarity and confidence.

### **Social, Emotional and Mental Health (SEMH)**

- **Zones of Regulation:** Framework helping children identify, label, and regulate emotions through colour-coded zones.
- **Lego® Therapy:** Structured small-group activity developing social communication, teamwork, and problem-solving.

- **Drawing and Talking Therapy:** Therapeutic 1:1 intervention allowing children to explore and express feelings safely through drawing.
- **May I Join You?: (also relevant here)** Supporting social confidence and emotional understanding in peer interaction.

### Physical, Sensory, and Regulation

- **Sensory Circuits:** Daily movement-based activities to help children self-regulate, improve concentration, and prepare for learning.
  - **Physio Interventions:** Individualised programmes developed in collaboration with physiotherapists to support motor development and physical needs.
  - **Adaptive Technology:** Use of devices, software, or tools (e.g. laptops, speech-to-text, screen filters) to remove barriers to participation and recording work.
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### How These Interventions Support Inclusion

Each of these approaches reflects our commitment to *meeting need through understanding and adaptation*. We select interventions based on assessed need, ensuring they are:

- **Targeted** – based on identified barriers to learning;
- **Time-limited** – with clear goals and regular review;
- **Integrated** – reinforcing, not replacing, classroom learning; and
- **Evaluated** – impact measured through progress data, observation, and pupil voice.

## Individualised Provision

Children with an Education, Health and Care Plan (EHCP) get support that is **personalised to them**. Everything we do is linked to the **specific outcomes and strategies in their plan**. This means each child's support looks different — it could include specialist teaching, adapted resources, small-group work, or help from other professionals. Staff work closely with the **SENCO, parents, and specialists** to review what's working and make changes when needed. The aim is to make sure every child with an EHCP can **learn, take part, and #succeed** alongside their peers.

A bespoke or highly individualised curriculum is provided **only for a small number of pupils** whose learning needs mean they are working **significantly below the expectations of their year group**, even with quality-first teaching and targeted interventions in place. For these pupils, the curriculum is carefully **adapted to prioritise key developmental and functional skills**, such as communication, independence, social interaction, and early literacy or numeracy concepts. Planning remains **ambitious and sequential**, ensuring that pupils continue to make progress from their individual starting points. These bespoke pathways are always developed in **line with the outcomes in the child's EHCP** (where applicable) and are regularly reviewed to ensure that they remain purposeful, inclusive, and aspirational.