Dunmore Primary School - SEND Information Report: September 2026
These pages set out information about our provision for children and young people with special educational needs (SEND).

About our school
Dunmore Primary School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school catering for up to 460 children with 19% of those with special needs (including 7% with EHCPs).

The person who co-ordinates special needs in the school is called a SENDCo and her name is Sarah Smith. She can be contacted in the normal way via the school office.

Our SEND policy and other key policies can be found on our website.

How do we identify and give extra help to children and young people with SEND?
All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress academically, emotionally or socially. This might include reading, writing, number work, finding social situations difficult or showing big emotions that are tricky to manage.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps or barrier to accessing their learning. If they can find a gap, they will adapt their teaching in order to overcome the barrier or fill the gap. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled. If the pupil is still struggling to make the expected progress in their identified area of need, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEND.

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'. The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEND support, we will create a pupil profile based on your child's needs and your child will be added to the school's SEND register.

Adapting the curriculum

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

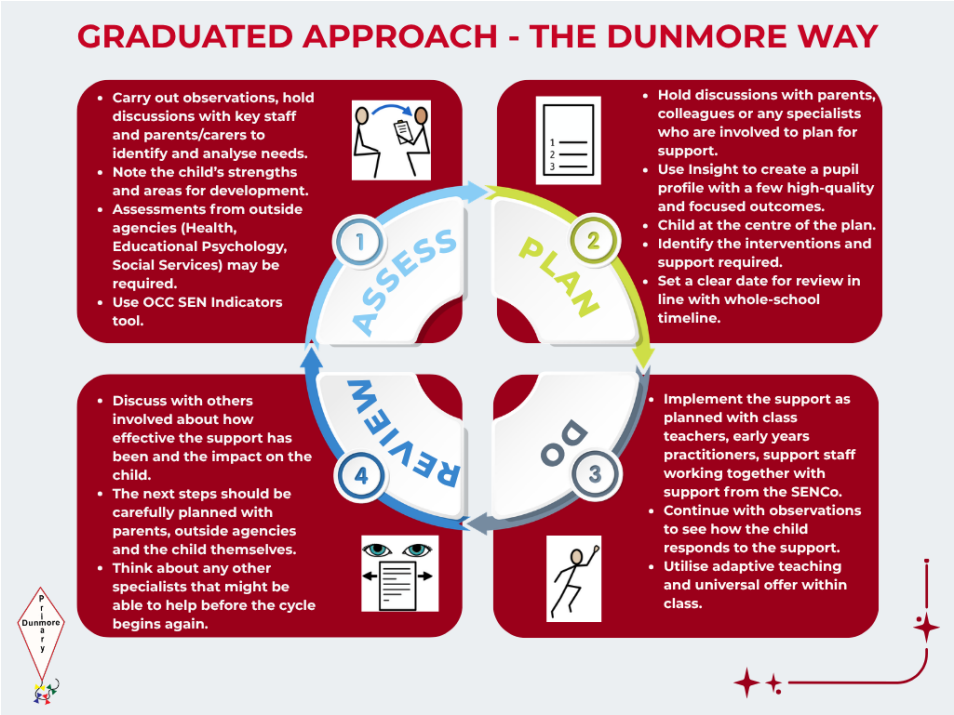
These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Organising grouping arrangements carefully to maximise learning opportunities for all.
- Using additional adults to support groups, but independence is encouraged for all children.
- Implementing advice from external agencies

We may also provide interventions to support your child's learning and development. A range of intervention programmes in the areas of English, Maths, language, social/emotional, and motor skills are available to support individuals and groups and there are staff trained to deliver them. The use of intervention programmes complements the Quality First Teaching that all children receive.

How do we know if SEND provision is effective?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



A clear understanding of your child's SEND is the best starting point for judging how well they are doing at school. Working with the school on knowing what they find difficult and how barriers to their learning can be lessened or removed allows realistic learning goals to be set for your child. These goals are written into pupil profiles and EHCPs and revisited at reviews.

While it is important to be ambitious for your child, it is also important to judge their success against their difficulties and previously set goals. The progress of all children/young people is tracked throughout the school through a range of Teacher assessments, tests, focussed work, observations and discussions. In addition for children/young people with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

The key to success is for school and yourselves to engage in regular dialogue about how effective your child's support is, and to agree changes to it where necessary. The effectiveness of the SEND interventions used across the school generally is regularly monitored, and this information helps to inform decisions made about the provision made for individual children.

The school will also provide you with information about your child's progress and attainment against age-related expectations. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is through governor meetings and the SEND Governor and SENDCo having regular monitoring meetings.

What expertise can we offer?
Our SENDCo has several years of experience in working with children who have SEND. All staff have basic awareness level training in teaching pupils with SEND.

All of our teachers receive outside as well as in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. This includes Rocket Phonics to support Early Reading, Understanding Behaviour as Communication, Adaptive Teaching, the Graduated Approach.

We have staff who have received enhanced training in certain areas. There are also members of staff who have trained at a specialist level. Many teaching assistants are trained to support the particular needs of the children they work with.

We also have access to a range of specialist support services including:

- Educational Psychology
- SENDISS, who support children with communication and language, sensory needs and physical needs
- Speech and Language Therapy
- Health services (GP, Paediatrician, School Nurses)
- Child and Adolescent Mental Health Services (CAMHS)
- Oxfordshire School Inclusion Team
- Therapy services
- Early Intervention
- Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages:
https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen

We always discuss the involvement of specialist SEND services with parents first. We also work with other services and organisations that are involved with a family, with the family's permission.

How do we work with parents and children/young people?
The school works in close partnership with parents to develop an understanding of all children from before they enter Reception (or as soon as a transfer from another school is being considered). Staff incorporate their knowledge of children's previously identified SEND upon entry to Reception into teaching plans to provide the appropriate additional or different provision, adopting the graduated approach described below. Previously unidentified SEND will make themselves evident through children's response to 'quality first teaching'; teaching activities designed to meet the differing needs of most children. Ongoing assessment by staff will identify where children have significant difficulties and need a higher level of support than usual. Staff also listen closely to concerns expressed by parents.

We will always contact parents if we have a concern that a child or young person may have a special educational need. We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly meetings, in line with parent evening meetings, using home/school diary, scheduled phone calls etc

How are children and young people with SEND helped to access activities outside of the classroom?
All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips, including our residential trip to Stone Farm in Year 4.

All pupils are encouraged to take part in all aspects of school life, including sports day, productions and visits to places linked to their topics. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This is in partnership with parents and relevant outside support agencies when appropriate.

There is information about activities and events for disabled children and those with SEND in Oxfordshire in the Family Information Directory:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's accessibility strategy can be read at:
http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children/young people with SEND?
All children have the opportunity to share their views through their school council

representatives.

We listen to the views of children/young people with SEND by gathering their views by using an all about me, communication passport or in person during review meetings.

We take bullying very seriously. How we help to prevent bullying of children/young people with SEND is outlined in our behaviour policy.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children/young people with SEND we will meet with parents and children, gather information from previous schools and agencies and where possible ensure the correct level of support is put in place as soon as practicable.

We begin to prepare young people for transition into the next stage of their education by extra visits, meeting relevant adults, taking photos and making books of the new environment, completing transition books and ensuring all relevant information about the children is passed on to the future educators.

Who to contact

If you are concerned about your child then the first port of call will always be your child's teacher. You can do this by asking for an appointment at a time to suit you and the teacher – you can get in touch when you drop off/pick up your child or by leaving a message with the school office for your child's teacher to contact you. The class teacher will pass your concerns on to our SENDCo, Mrs Smith.

If you'd like to feedback, including compliments and complaints about SEND provision please contact the school office. We aim to respond to any complaints promptly.

If you'd like impartial advice from SENDIASS contact https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiass-oxfordshire

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory:
http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:
https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen

Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems.