Durweston
CE Primary School

SEND Information Report 2026-2027

Welcome to Durweston Primary School's Special Education Needs and Disability report.

In this report, you will find answers to questions about how we support pupils with additional needs at our school.
If you would like to speak to one of our team, please call or email our school office and we will be very happy to answer your questions.

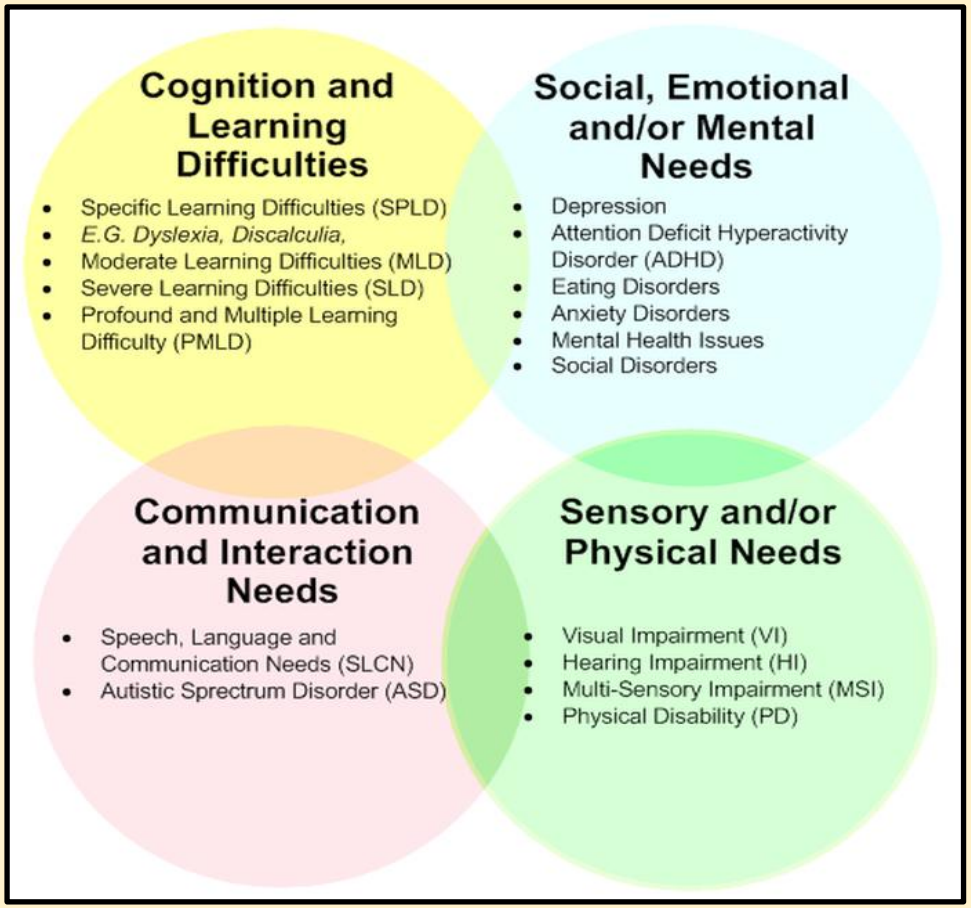
Mrs Corrie is our SENDCO (Special Educational Needs and Disabilities Coordinator) and works on Mondays, Tuesdays and Wednesdays.
She can be contacted via the school office.

Mrs Bronwen Jones is our SEND Governor and can also be contacted via the school office.


office@durweston.dsat.org.uk


01258 452277

What kinds of Special Educational Needs are provided for?



We will design and deliver support tailored to meet the needs of your child.

Here are some examples of how we support children with a range of needs:

We have a trained ELSA (Emotional Literacy Support Assistant) who works either on a one-to-one basis or with small groups of children to support their **Social, Emotional and Mental Health** and help them cope with life's challenges.

To support Cognition and Learning Needs, we use specific learning packages designed to meet the needs of the child. Interventions such as Precision teaching and enhanced phonics programmes are delivered.

Physical and Sensory Needs are supported using brain breaks and sensory activities such as Sensory Circuits and movement breaks. We deliver programmes devised by Occupational Therapists as well as the intervention Learn to Move, Move to Learn and

Communication and Interaction Needs are supported through specific programmes set by Speech and Language Therapists. We also deliver Lego Therapy and Wellcomm.

How does the school know if the children need extra help?

We assess and monitor our children carefully in line with Government guidance. We have an Early Intervention approach and work closely with parents to achieve the best possible outcomes for pupils.

We follow the statutory guidance contained in the SEN Code of Practise 0-25 years, January 2015.
The Code of Practise explains that;

"A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of the educational facilities provided for children of the same age in schools."

Prior to starting school, a child may have already been identified with a Special Educational Need or Disability. Where this is the case, we work closely with parents and supporting agencies to ensure that transition into school is smooth.

As a school we identify and assess pupils with special educational needs by;

- Talking to parents and the child
- Using prior information from previous settings
- Formal test results
- Key Stage results
- Using the school tracking system, to collect and analyse data each half term
- Observation and feedback from teaching staff
- Referrals from parents/carers/outside agencies
- Assessments of reading, writing, spelling, phonics and maths
- Results from outside professional screening tests such as a dyslexia or dyscalculia assessment
- Verbal and observations linked to mental health and well-being/ Motional assessments/

Where we have an initial concern, the child's teacher will approach parents/carers to discuss concerns and next steps. Every child's case is responded to on an individual basis to best meet their specific needs.

If there is a need for additional support, (for example, to boost a skill in English or Maths) your child's teacher will use QFT (Quality First Teaching) and strategies in class to specifically support learning. In this case your child will not be put on the SEND register but may be monitored on an "Aware Register".

If after QFT, and a short phase of interventions, your child has not made the expected progress, it may then be necessary to place them on the SEND Register. This means that your child may require a significant intervention spanning over a longer period of time and/or involve the support of outside agencies.

A meeting will be held with you to listen to your concerns/views. In agreement with parents/carers, we will identify the barrier/barriers that are preventing the child from making progress. We use the **Dorset Graduated Response to SEND support**, which gives us guidance on the four categories within the SEND Code of Practice. Barriers, outcomes and steps to achievements, can then be identified and these will be placed on a **Pupil Learning Plans** specific to your child's needs.

We follow an assess-plan-do-review structure and your child's progress is regularly reviewed to ensure the support is making a positive impact on their progress.

At the initial stage of identification and throughout the assessment process, we will involve the young person and keep parents/carers informed.

A review process follows this so that support can be continued, adapted, or ended, depending on the outcomes. For further information please refer to our SEND Policy:

Durweston CE VA Primary School SEND Policy .docx

	If you are worried about your child's progress, please do not hesitate to contact their class teacher in the first instance. You can do this by phoning the school on 01258 542277 or using the school email address: office@durweston.dsat.org.uk
What should I do if I think my child may have special educational needs?	Current parents are encouraged to discuss their concerns with their child's class teacher in the first instance. These concerns will then be raised with the school's Special Educational Needs Coordinator (SENDCO). However, you can always arrange a meeting with the SENDCO directly by contacting the school office either by phone or email. Prospective parents should make an appointment to meet with the SENDCO or Head teacher. Please see the school contact details at the top of this report. If the school has a concern regarding your child and SEN, the Class Teacher will arrange an informal meeting with you to discuss these concerns. It may be necessary to arrange a further meeting to include the SENDCO, Head teacher or an external agency. ● Mrs Corrie is our school's SENDCO.
How will the school support my child?	Our staff work hard to build excellent relationships with all children so that they feel safe and secure, which we believe is the foundation to all learning. ● The class teacher will oversee, plan and work with each child with SEND to monitor that appropriate progress is made. ● Our SENDCO works in partnership with the Class Teachers to oversee the progress of any child identified as having SEND. ● There may be a Teaching Assistant working with your child either individually or as part of a group. According to the needs of your child, we offer a variety of possible interventions and support. This support can take the form of a referral to an outside agency: Speech and Language Service, Paediatrician, Occupational Therapist or individual additional support within the class or an intervention group. Working as a team we will identify which intervention/type of support will be best for each individual child. If it is agreed with parents and school staff that your child has an SEN, they will be placed on our SEND Register. We will work together to create a **'Pupil Learning Plans'** to help them make steps of progress. Whilst we always take into account where each child is starting from, our expectations are high for all our children and the plans have a clear set of expected outcomes which would be reviewed termly. ● The class teacher will meet with you formally at parent evenings or at other times throughout the year as required in order to discuss your child's progress and their **Pupil Learning Plans**. ● Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this. ● An appointment can be made with the SENDCO or Inclusion Leader to discuss support in more detail if required.

How does the school assess and review my child's progress towards their targets?	This is a continuous process and is done in a number of different ways depending on the needs of the child, including: • Lesson observations and evidence from children's books • Teacher and Teaching Assistant records and observations • Analysis of progress and attendance data using Standardised Tests such as The Salford Reading Test, PUMA, PIRA, GAPS and S.A.T papers • SENCo observations, diagnostic tests or advice from outside agencies and professionals • Seeking the views of parents and the child during termly parent consultations and informal meetings If your child is placed on the SEND Register, or if a child has an EHC Plan, they will have a **Pupil Learning Plans.** These outcomes are added to the Pupil Learning Plans. During each term, evidence is gathered on the achievements and steps of success are recorded onto the Pupil Learning Plans. At the end of each term the steps to success and outcomes achieved are reviewed. Once your child has met the outcomes, new ones can be decided upon, in collaboration with you and your child. When the Pupil Learning Plans have been set up, there is an opportunity for you as parents/carers to add to this or make changes. There is also an opportunity each term to meet with your child's class teacher to discuss the Pupil Learning Plans. Parents/Carers have copies of these. If your child has an EHC Plan, the outcomes will be taken from the Plan and placed onto the Pupil Learning Plans. The above process then applies, with the addition of an Annual Review.
How will I know how my child is doing?	If your child is identified as having a SEN, they will have a **Pupil Learning Plans** with specific, measurable, achievable, realistic and timely targets set. These targets are set in consultation with your child and yourself. Each target is reviewed at least termly with comments from your child, yourself and the staff at the school feeding into the review. The support plan also includes information from your child about what helps them to learn, how they can help themselves and how home can help. We will arrange regular meetings/ consultations (at least termly) in line with the SEND Code of Practice. In these consultations we will discuss the progress your child has made and how all of us can continue to support your child. We will ask for your advice and guidance on what suits your child best and we will share our knowledge and expectations. If your child has an EHCP, then you will also have an Annual Review where your child and all adults working with them come together and decide what longer term targets and provision may be appropriate. Alongside this, we also have regular parents' evenings, Open Days and an end of year report to tell you how your child is doing at school. The SENDCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided to the Governors will never name individual children, in order to maintain confidentiality at all times.

	We actively encourage parents to take a team approach to our children's learning. We may be able to signpost you to outside agencies or support networks in order to further support you and your child.
How will the school's approach to teaching and learning be matched to my child's needs?	Our class teachers are highly skilled at adapting the work to suit the needs/ability of our children. All learning activities within class are planned with "ways in" to support children who may need further support, so that all children are able to access learning according to their specific needs and learning styles. The majority of our pupils with an identified SEN will have their needs met at the school support level. This means that, through high quality teaching, scaffolded ways into the learning and appropriate differentiation, most children will make good progress. In some instances, there may need to be slight adaptations to the curriculum in order for your child to access it. Children will have access to the appropriate resources or "ways in" needed in order to help them to make progress e.g. phonic mats, coloured overlays, pencil grips, writing slopes etc. We use a range of strategies and interventions to support our children; ● Fine motor skills interventions ● Paired reading ● Dandelion and Rapid Reading Schemes ● Precision teaching ● Phonic booster groups ● Maths catch-up sessions ● Specifically designed timetables, including brain breaks, sensory and self- regulation activities ● Verbal Feedback ● Collaborative learning ● Visual timetables ● Sensory activities ● Speech and Language programmes (SALT) ● Hearing support ● North Locality Support Network (Educational Psychologists and Specialist teachers) ● Early Help ● Dorset Family Matters ● Mental Health Support Teams in schools ● Specifically tailored resources for some children such as talking tins, individual tool kits and sentence writing booklets. We use information from formal assessments, teacher assessments and observation as well as information from yourself and your child to carefully plan the support for your child. A review is then carried out with any necessary changes made to the **Pupil Learning Plans**. This is known as the Graduated Approach. To find out more about the Graduated Approach, please click here Dorset Graduated Approach

What support will there be for my child's overall wellbeing?	Durweston Primary is a small school where the staff know the children very well. We have a strong ethos of supporting our children's emotional wellbeing. Your child's class teacher is able to support your child's well being through PHSE lessons, class talk times, worship and check-ins. Sometimes children may need additional support, the school has a senior mental health lead who can coordinate provision for your child. The senior mental health lead is Mrs Corrie and she can be contacted by email ccorrie@durweston.dsat.org.uk or by telephone: 01258 452277 Mrs Gedye is our school ELSA (Emotional Literacy Support Assistant) and supports children with specific areas of need in terms of their wellbeing. Activities are designed to be engaging and fun, enabling the children to feel comfortable enough to talk about their feelings and learn about strategies to support them. We have access to the Dorset Mental Health Team who are able to help us plan and deliver individual and group interventions to help children who are having difficulties with their mental health. In some severe instances it may be appropriate to refer children to agencies such as CAMHS. Our "Well Being Ambassadors" are pupils voted for by their peers. They take on the extra responsibility of positively supporting the emotional and mental wellbeing of their peers and promoting a supportive and inclusive environment within the school. At Durweston, teaching the pupils about compassion is one of our core values and bullying is not tolerated. We teach many of the concepts linked to anti-bullying through our collective worship as well as our thorough and progressive PSHE curriculum. If you or your child feels that they are being bullied, please do speak to your child's class teacher. Mrs Corrie is our Mental Health Lead.
What about children with foster carers or children who have been adopted?	Children and young people, who are looked after by the Local Authority and have Special Educational Needs, are closely monitored using a **Pupil Learning Plans**. Termly discussions take place to review these. We have close links with Dorset Virtual Schools who support us and work closely with the children and families. All children who are in Foster Care have termly PEP (Personal Educational Plan) meetings with their Foster Carers, school staff and their Social Worker. All children are treated as individuals with their unique talents and strengths celebrated. If your child is in care or is adopted, please do talk to us to see if there is further support needed. We will always work with you and your child to make sure that we respond to your child's needs. Mrs Corrie is the designated teacher that oversees the support for these children.

How will my child be included in activities outside the classroom, including school trips?	At Durweston, we run a range of after school clubs and trips for our pupils. If your child would like to join one of our after school clubs and has a SEN that may affect their participation, please contact your child's class teacher in the first instance and we will endeavour to work with you to put a plan in place. We plan our school trips very carefully in order to support and extend the learning that goes on within the class. Staff visit venues in advance and check for suitability, while identifying potential risks. A risk assessment is then written by teaching staff and approved by the head teacher prior to any trip taking place. We seek to include all children on our school trips, following risk assessments and through discussion with the child and parents/carers. On rare occasions it might be mutually agreed that participation should be modified – for example, parents might feel more comfortable if they accompany their child on the trip or the child remains on the school site and follows a similar programme of activities. We create 'Social Scripts/Stories' for children who need extra preparation before going on a trip, these are shared with the child in school and at home with their parents. 'Social Scripts' prepare children for what is going to happen and help to reduce their anxieties relating to changes in routines.
How accessible is the school environment?	At the classroom level, all children are planned for so that they can access the curriculum regardless of their need or the subject being taught. We are committed to adapting physical resources, teaching styles and techniques, and following advice from any professional body or recognised advisory service so that children with SEND have equality of access. ● We have toilets adapted for children with additional mobility needs. ● Our school site is single story, with ramps leading to the lower and upper playgrounds. ● Where a visual need has been identified, staff wear High Visibility jackets during playtimes to enable them to be quickly identified by children. Please refer to our Accessibility Plan Accessibility Plan We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability. We also wish to ensure that our curriculum and our building do not discriminate against children with Special Educational Needs or a Disability. Within this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.
What training have the staff had?	● Our SENDCO has achieved the National Award for SEN Coordination. She attends local briefings and Network meetings where important information is shared. ● Our SENDCO and some of our TAs have been trained to deliver Precision Teaching (a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths) ● Our SENDCO has received ADHD training from Dr Samuele Cortese, M.D., Ph.D. (Professor & Consultant Child and Adolescent Psychiatrist) ● Our SENDCO and one of our TAs have received 'Lego Therapy' and 'Social Story' training ● Our SENDCO is trained in the 'Dorset Steps' therapeutic approach to behaviour management and has led whole school training on this approach. ● Some of our TAs have attended training in Attachment and associated difficulties ● Staff are trained in new interventions, which we see as beneficial to our children's needs. ● The North Dorset Locality Team support our school. This consists of a team of expertise with specialist knowledge in various fields. ● As a school we continue to access support from other external providers such as **OUTREACH, SALT** specialists (speech and Language) **HI and VI Team** (Hearing and Visual Impairment Team), **CAMHS** (Children, Adolescent Mental Health Services) **Family Link Workers**. They support us to continually support our children.

How does the school work with other agencies?	Our SENDCO meets termly with our School Link Specialist Teacher and Educational Psychologist. The purpose of these planning meetings is to discuss and plan the support for individual children. We work closely with other agencies and specialist support services to support our children's learning and emotional wellbeing, these include: • Dorset Specialist Teachers • Speech and Language Therapy Service (SALT) • Educational Psychologist • Community Paediatrician • CAMHS (Mental Health Service) • Occupational Therapist • Early Help • Dorset Mental Health Team • Care and Protection • Outreach (Teaching Alliance of Dorset Special Schools, TADSS) • School nurse • Hearing/Vision Support Teacher Service (HVSS) If we think that your child may need support from outside services, we will discuss this with you before we contact the agency. If there is a risk of harm to your child, this is overridden by our safeguarding processes. In most cases your child will be seen in school by these services and we all work closely with you and your child to agree the outcomes and support. This will be reviewed regularly.
How do you listen to my child's views?	At Durweston we believe that listening to your child's views is extremely important in ensuring that school is a safe and happy place for children to learn and thrive. Many children are able to talk to trusted adults about what is important to them, but for those who find this more difficult we have a range of strategies to help them contribute their views. This may be through pictorial systems, signs or more physical ways of communicating. For children with **Pupil Learning Plans (PLPs),** class teachers discuss individual targets and involve them in this process. Pupil views are gathered using our "Pupil thoughts about school" document giving pupils the opportunity to share what is important to them. Pupil Learning Plans are working documents which are updated and reviewed regularly, taking into account pupil views, evidence of achievements and the identification of the most suitable next steps. Children with **EHCPs** are supported to complete a "One Page Profile" as part of the Annual Review process. This helps us to gain a holistic picture of them and supports staff to understand their individual needs and the best ways to support them to make good progress. The profile includes likes/dislikes, what people like and admire about them and what they feel they may need help with.

How does the School support my child to join the school or next stage of education and life?	As part of our school ethos, we embed our values- **JOY, COMPASSION and COURAGE** throughout each day. We aim to build positive attitudes to learning and teach life skills to our children. Towards the end of each school year, class teachers meet to share information making transition as seamless as possible for pupils. Children experience some time with their new class teachers. For children with SEND, this may be specifically tailored support. This might include; increased visits to the next school to initiate familiarisation with a new environment and begin to develop a relationship with a new class teacher or TA. The child may take photos of the setting and or complete a booklet. The completion of a booklet also informs the new class teacher all about himself or herself, therefore supporting the transition process. Many of our pupils joining our Reception class have attended our Pre-School setting, Handy Paws. Our Pre-school staff and the school SENDCO work closely throughout the year to ensure a smooth transition for all pupils. Throughout the year prior to starting school, Handy Paws children spend time each day in the Reception class, this enables all staff to get to know the children well and plan for their individual needs. In the Summer term our Early Years Leader will visit any other Pre-school settings of children joining the school in September to meet the children and offer transition visits for children to the school. If your child already has an EHCP, a transition planning meeting will be held to which we will invite staff from both schools.
What happens when parents and carers are not happy with our provision?	If you are concerned about anything regarding your child, we encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you should make an appointment to see the SENDCO and/or Head teacher. If this still does not resolve the issue, a formal complaint can be made to the Chair of Governors. Please click on the link below to find out about the process for complaints. DSAT Complaints Policy
What do our parents think about our SEND provision?	**Parents comments** ***"We would like to say how much the SEND Team has helped our child in their first year of school. They have made this difficult time so much easier and happy for him."*** ***When asked if they wanted to go to the beach- the reply was-"I would like to be at school."*** " "The staff are always there for my child when they are finding life hard" ***" I am very pleased with the help and support my child has received"*** ***"Amazing staff that care and help with all aspects of extra support and attention"***
Where do I find your policies?	All of our policies can be found on the policies page. Click here to be taken to it. Policies and Documents

What government guidance do you work with?	Durweston Primary School works within all published statutory guidance. Please click on the links below to read some of the guidance or legislation that may be of interest. **Relevant legislation:** ● The Education Act 1996 ● Children and Families Act 2014 ● The Children Act 1989 ● The SEN Code of Practice 2015 ● The Equality Act 2010 **Relevant government guidance:** ● Keeping Children Safe in Education ● Parental responsibility measures for attendance and behaviour ● Children missing education ● Working together to safeguard children ● Elective home education ● Alternative provision: statutory guidance for local authorities ● School Suspensions and Permanent Exclusions 2022 ● Supporting pupils at school with medical conditions ● Ensuring a good education for children who cannot attend school because of health needs ● Promoting and supporting mental health and wellbeing in schools and colleges ● Approaches to preventing and tackling bullying - GOV.UK (www.gov.uk)
How do I find Dorset's Local Offer?	The Dorset Council SEND Local Offer provides information on services and activities for children and young people living in Dorset who are aged 0-25 and have Special Educational Needs and Disabilities. Click on the link for more information: Our local authority's local offer is published here: SEND Local Offer - Dorset Council **You may also like to visit the following websites;** **SENDIASS - SEND Information, Advice and Support Service** offers independent information and support to parents and carers of children with special educational needs. Please click on the link below to find out about their services: Dorset SENDIASS SEN and Disability Information, Advice and support service Dorset Sendiass

Dorset Parent Carer Council is run by parents for parents and for their families. They work to provide a strong and united voice for families of children in Dorset who are disabled or have SEN. Please click on the link below to find out about their services:

Dorset Parent Carer Council

Report compiled by Mrs Corrie - SENDCo - November 2026