Information Report and Policy on SEND for Dussindale Primary School 2026-27

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disability. (SEND) The local offer is where Norfolk sets out what is available for 0-25 year olds with SEND. For more information about the Norfolk Local offer please go to www.norfolk.gov.uk/children-and-families/send-local-offer.

All governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually and be in line with the SEND Code of Practice. The required information is set out in the SEND regulations which can be found at www.gov.uk/dfe

This SEND Report works alongside and in conjunction with various other school policies, for example Accessibility, Attendance, Behaviour, Safeguarding, Admissions, Equality, Medical and the school Complaints procedures and is embedded in the Teaching and Learning Framework of the school. Links to these policies can be found here: www.dussindaleprimary.co.uk

At Dussindale Primary we are committed to working together with all members of our school community. If you have a query or concern regarding SEND provision please contact:

- Executive Trust Principal -Mr Andrew Howard
- SENCO-Sarah Dorling send@dussindale.norfolk.sch.uk



Our Approach to Teaching Learners with SEND

Dussindale Primary is an inclusive school. We are committed to ensuring that every pupil is given an equality of opportunity to develop socially, to learn and to be a part of the school community. Provision for children with special educational needs is the responsibility of the Governing Body, the Head teacher, the SENCO and all other members of staff.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is adapted and personalised should be available for all pupils. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the children.

The school will work in close collaboration with parents in order to achieve successful outcomes for all children.

The school uses a 'graduated' response to identifying and planning for special educational needs.

How are SEND needs identified through the graduated response?



For some children SEND is identified at an early age, for example through parental concerns, a health professional or a pre-school setting. However, for

other children and young people, difficulties become evident only as they develop.

At Dussindale Primary School we work closely with parents /carers and professionals supporting the child, prior to admission for children with existing SEND, to ensure a smooth transition, and to provide early support to overcome potential barriers to learning.

Following admission to school, children are identified as having SEND in a variety of ways, including the following:

- *The child may be performing below age expected levels despite appropriate interventions.*
- *Staff are trained to recognise signs of SEND, for example Autistic Spectrum Condition, ADHD, Dyslexia.*
- *Concerns may be raised by the teacher: for example, behaviour or self-esteem is affecting performance.*
- *Staff use in-house screening tools/assessments, for example for the identification of specific learning difficulties like Dyslexia or Speech and Language difficulties.*

School staff will work closely with parents/carers to build a holistic picture of the child's needs, so that appropriate support can be put in place; this may involve referrals (with parental consent) to other health/education professionals.

STEP 1-Adaptive approaches



Some pupils experience delay in their learning and are not making expected progress for a variety of reasons. Some children may have been absent from school, have attended lots of different schools and not had a consistent opportunity to learn, may have English as an additional language or have a social

or emotional need arising from a situation in their life which may impact on their development.

Staff will scaffold learning in class through the use of adaptive approaches and in class adjustments. A range of strategies will be tried in order to remove barriers to learning. Progress at this stage will be tracked three times per year by the schools tracking systems, as with all children.



STEP 2-Interventions

If the child does not make progress the next step will be to review the effectiveness of these strategies in conjunction with the SENCO. The review may lead to the conclusion that the pupil requires support that is additional to and different from the curriculum available for the majority of children of their age. Specific interventions will be arranged and monitored by the SENCO and Senior Leadership Team in collaboration with the class teacher. The outcomes of the interventions will help to establish whether or not there are

special educational needs which are contributing to the delay, or whether there are other barriers to learning, in the following areas:

- Communication and Interaction (Speech and Language or Neurodevelopmental needs such as Autism.)
- Cognition and Learning (Learning difficulties, working memory issues, dyspraxia, dyscalculia or dyslexia)
- Social, Emotional and Mental Health (Mental health/behavioural needs or those relating to ADHD/ADD)
- Sensory and Physical (Vision or hearing impairment or physical disability)

At Dussindale we focus on early identification. It is to be expected that there will be more intensive support in the earlier years, with higher numbers of interventions which should be reduced later on.

The greatest success is achieved where school and family work together during the period of intervention; by working together a more holistic picture of the

child's needs is created to inform the next steps. If the short-term interventions fail to have a significant impact on narrowing the gap for children falling behind we move to Step 3.

STEP 3-Identification of Special Educational Needs



"A child or young person has SEND ***if they have a learning difficulty or disability that calls for special educational provision to be made for them.***

Children have a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of children of the same age;

b) Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;

The Equality Act 2010 places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

How the school evaluates the effectiveness of its SEND Provision

Once a potential special educational need is identified; a four part cycle is used to put effective support in place:



1. Assess

Where barriers to learning persist, there needs to be a clear analysis and assessment of the child's needs which is regularly reviewed. When SEND support is put into place the teacher, the pupil, the parents and SENCO will be involved. Trained staff can administer specific in-house screening assessments; however, if appropriate, specialist services will be called upon to assess a child's needs. Parents/carers will be asked to sign an information sharing form to ensure effective communication between all of the professionals in order to achieve the best outcomes for the child.

2. Plan

A provision plan (outlining specific support) will be created and followed by all adults coming into active learning situations with the child. These are reviewed termly. Specialist Services and teachers with additional specialist qualifications may provide specific interventions or strategies to be followed.

3. Do

The class or subject teacher remains responsible for ensuring the child receives the appropriate provision. Where interventions involve group or one- to- one teaching away from the main class teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. As well as monitoring interventions, the SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Dussindale Primary School uses the 'Provision Expected At SEN Support'

(PEaSS) document to ensure that all children with an SEND need are receiving appropriate interventions and support. A link to this document can be found here: www.norfolk.gov.uk/children-and-families/send-local-offer.

4. Review

Where a pupil is receiving SEND support the school will contact parents and speak to pupils at least termly to set goals, discuss the adaptations and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Individual pupil progress at SEND Support Level will be intensively monitored by the class teacher and SENCO.

Should further support and advice be needed following a cycle of 'Assess, Plan, Do Review' the SENCO will gain parental permission to discuss 'next steps' at Team around the School Meetings organised by the Educational Psychology Service or meetings with the CEPP Team (Educational Psychologists/School Support Teachers) Termly meetings with the Speech and Language Team also enable specific children to be discussed and possible referrals made. At this point an assessment or observation by a psychologist or school support teacher may be recommended.

Formal Assessment/Education, Health and Care Plans



Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCO in conjunction with the parents/carers and other

specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Further details of the EHCP process can be found via this link:

https://www.norfolk.gov.uk/article/40673/Education-health-and-care-EHC plans

Current SEND Profile for 2026-27

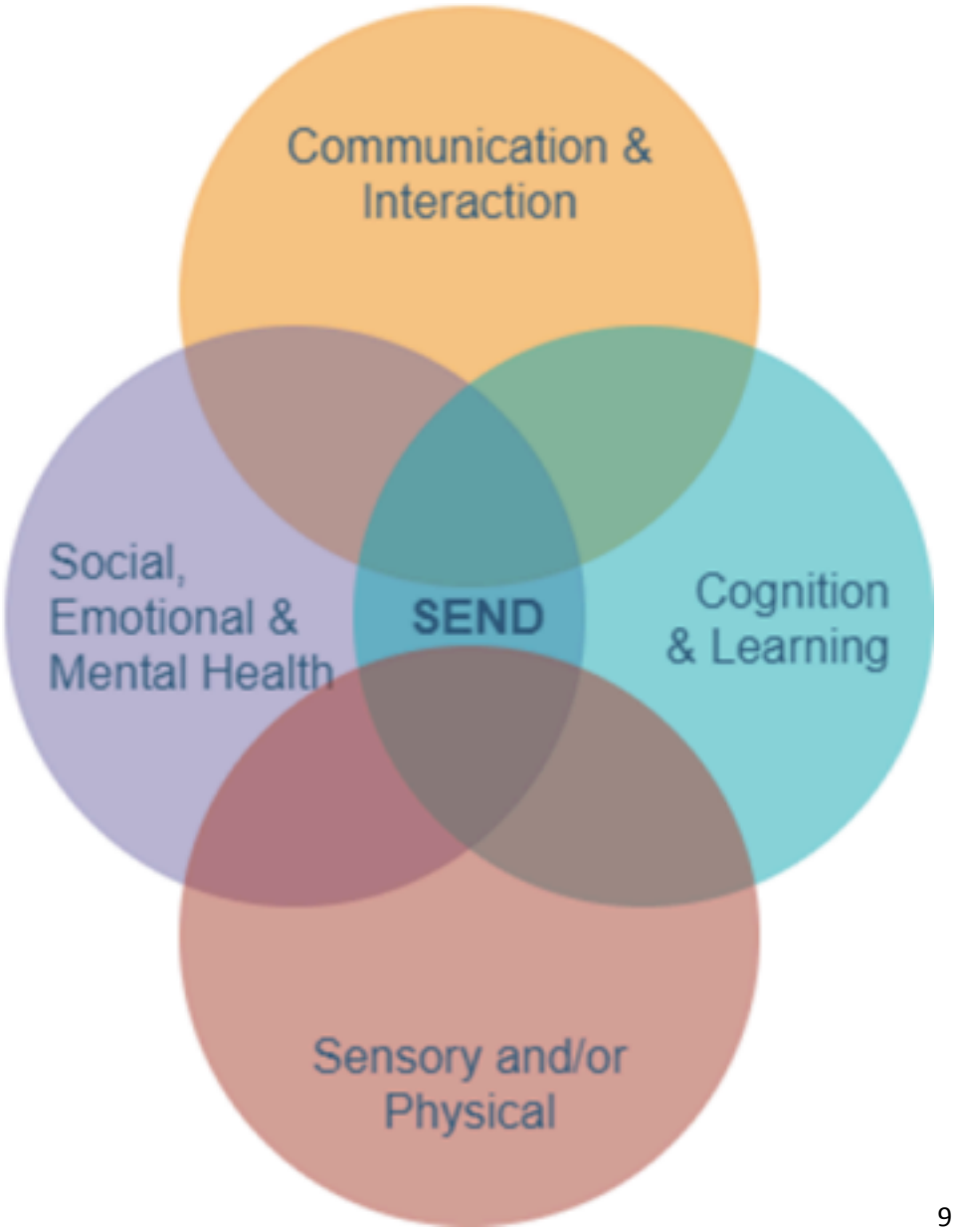
Total Number of pupils on Roll 361

Total Number of pupils on the SEND register(as of Sept 26) 68 (17% of whole

school)

31% of children on the SEND register have EHCP's.

Categories of Need



16% of pupils on the SEND register have Cognition and Learning as their primary need. This may include a diagnosis of a specific learning difficulty such as dyslexia/dyscalculia or dyspraxia or moderate to severe learning difficulties.

57% of pupils on the SEND register have Communication and Interaction as their primary need. This may include children with speech and language difficulties who are currently under the Speech and Language team or those

who have Neurodevelopmental needs such as ASD.

15% of pupils on the SEND register have Social, Emotional and Mental health as their primary need.

12% of pupils on the SEND register have Physical and Sensory as their primary need. This may include children with physical disabilities or hearing/sight needs.

These percentages indicate pupils identified primary need but it should be understood that many children may have secondary needs which also require specific support in school.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?



- We encourage all new children to visit the school prior to starting, when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings.

- Provision Plans will be written to support transition and the school will liaise with Early Years providers, previous schools and outside agencies to

ensure these meet the child's needs.

- We write 'social stories', including photos of the new environment, for children if transition is potentially going to be difficult. Visits to new classes are also arranged.
- At Thorpe St Andrew High School and Sixth Form, a programme specifically tailored to aid transition for those with SEND needs is in place.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan review will be used as a transition meeting, to which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of support staff who deliver programmes designed to meet groups of children's needs under the direction of the SENCO and Senior Leadership Team.
- The budget is allocated on a needs basis which is reviewed regularly.

Additional support might consist of:

- *Resources/specialist equipment to help overcome barriers to learning, for example:*
- *A visual timetable to support children with daily routines*
- *A workstation to help minimise distraction*
- *Learning that is scaffolded by teachers through adaptive approaches. This may include use of adaptations such as task planners/first/then boards/word banks/chunking information.*

- *Technology such as laptops to support children with short-term memory/handwriting difficulties or ICT equipment provided through the Access through Technology service. (Certain criteria will apply)*
- *Peer to peer support or additional support staff in the classroom, working with an individual or supporting children in a group;*
- *Individual/group interventions in addition to class based work.*
- *Access when needed to quiet, low stimulation areas such as our Nurture class (The Lighthouse) and our Sensory Room (Tranquility).*
- *Outside agency support and guidance from services such as Speech and Language Therapy or Occupational Therapy.*

Current Interventions used within school include:

Cognition and Learning*- Small Group Phonics groups, Precision Teaching of key concepts in Maths and English,*

Social, Emotional and Mental Health*-The Lighthouse Nurture Group, Pupil Specific Social, Emotional and Mental Health interventions recommended by the Educational Psychology Service, such as 'ELSA" and Keeping in Mind Sessions" Regular visits from our resident PAT Dog.*

6 week Interventions run by the School and Communities team-recent interventions have included Lego Therapy/ Yoga and Mindfulness/Building Blocks of Communication /Sensory Circuits and Emotional Regulation Skills groups.

Communication and Interaction *-The Lighthouse Nurture Group, Lego Therapy, Pupil Specific Speech and Language activities as directed by the Speech and Language service.*

Physical and Sensory-Sensory Circuits, Access Through Technology, Sensory Integration techniques delivered by school staff or through outside agencies such as the School and Community Team.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCO meets with the Governor with responsibility for SEN at least termly. The SENCO shares reports with the Governor each term to inform them about the progress of children with SEND; these reports do not refer to individual children and confidentiality is maintained at all times.
- One of the Governor's committees is responsible for SEND and meets regularly with the SENCO. They also report to the Governing Body to keep all informed.
- The Governors agree priorities for the SEND spending with the overall aim that all children receive the support they need in order to make progress.

HOW WILL I KNOW HOW MY CHILD IS DOING AND IF THE SUPPORT IS HAVING AN IMPACT? HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. You are welcome at any time to make an appointment to meet with the class teacher to discuss your child's progress. We can offer advice and practical ways that you can help your child at home. The class teacher or SENCO will explain any additional provision to you, as we have found the greatest success is achieved

where school and family work together during the period of intervention.

Our SENCO is Sarah Dorling. Her role is to support the identification of and monitor the provision for children with SEND to ensure successful outcomes. Where a pupil is receiving SEND support, we will contact parents/carers at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

The SENCO meets regularly with parents of children with SEND/social/emotional/mental health needs where any queries/concerns can be discussed.

If your child has an existing Education, Health and Care Plan a formal meeting will take place annually to discuss your child's progress.

HOW ARE PUPILS CONSULTED ABOUT THEIR VIEWS?



At Dussindale Primary School we value and celebrate each child being able to express their views on all aspects of school life. This is carried out through the School Council, which has an open forum for any issues or viewpoints to be raised, pupil questionnaires and class community times.

If your child has an EHCP their views will be sought before any review

meetings. Children on the SEND register are also consulted about their support as part of our 'Assess, Plan, Do, Review' cycle.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING/MENTAL HEALTH?





At Dussindale Primary School we are committed to ensuring that all learners have access to learning opportunities. We support those who are at risk of not making expected progress due to social, emotional or mental health needs.

This does not mean that all vulnerable learners have SEND. Only those with a

learning difficulty that requires special educational provision or a disability will be identified as having SEND

Our Nurture Group, 'The Lighthouse' works with small groups of children who need support with the social and emotional aspects of learning as well as teaching Literacy and Numeracy through individual and small group activities. It is run by our SENCO/ Qualified Nurture Teacher and children are assessed and their progress monitored using the Boxall Profile assessment materials.

We take the issue of bullying and mental health seriously and recognise that children with SEND needs may be vulnerable.

The SENCO is also Dussindale's Mental Health Lead and attends regular training and information events about Mental Health led by local and national training providers. The SENCO and PSHE lead (Rachel Lee) work closely with other subject co coordinators to plan Mental Health focuses across the school.

At Dussindale Primary School we take an inclusive and holistic approach to social and emotional health. Class Community Times, Whole School Assemblies and the PSHE curriculum are used to teach children about the importance of understanding their own and others emotional and mental health.

We seek advice from outside agencies such as the Broadland Mental Health Support Team (MHST), Just One Norfolk,CAMHS, and the Educational Psychology service to ensure we are meeting all children's social and emotional needs.

The SENCO/Mental Health Lead has termly consultation meetings with the MHST to discuss pupils and families who may benefit from targeted support around social,emotional and mental health.

WHAT IF MY CHILD HAS A MEDICAL CONDITION?



The school works closely with the child, parents/carers and health professionals to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential. This may require a healthcare plan.

See the school's Administration of Medicines Policy for further information at: www.dussindaleprimary.co.uk

The Equality Act 2010 definition of disability is:

"A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has substantial and long- term adverse effect on his/her ability to carry out normal day-to day activities"

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEND. Children may, therefore, be covered by both SEND and disability legislation.

Schools are required by law to make arrangements for supporting pupils at their

school with medical conditions. This duty is detailed in Section 100 of the Children and Families Act 2014 and statutory guidance on supporting pupils at school with medical conditions:
www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

This guidance states that:

- Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- Governing bodies must ensure that arrangements are in place in schools to support pupils with medical conditions.
- Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

At Dussindale Primary School, the concept of community is integral to our curriculum and the way we teach and learn together. We believe that positive behaviour derives best from an ethical, values-based approach to teaching and learning which requires children to collaborate as a learning community, to

consider ways of resolving conflict and to think about moral issues across the curriculum.

Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged throughout the school, and again we work with parents to try to resolve issues if they should arise. The SENCO also works alongside the Norfolk Inclusion Team

to ensure that children are supported to remain in school.

Further information can be found in our school's Behaviour and Discipline policy and Attendance policy here: www.dussindaleprimary.co.uk

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?



All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

Our SENCO has completed the National Award for SEN Coordination.

Our SENCO has the 'Theory and Practice of Nurture Groups' accredited qualification.

Our SENCO has the OCR Level 5 qualification in teaching learners with specific learning difficulties (dyslexia)

Our SENCO has undertaken training to deliver the therapeutic 'Drawing and

Talking' Intervention.

Our SENCO has completed the Level 4 National Educational Leaders in Mental Health qualification.

We have 3 Teaching Assistants trained to deliver ELSA (Emotional Literacy Support) sessions to pupils. Sessions are delivered 1-1 for 6 weeks.

Staff continuously reflect on and assess training needs to ensure we can meet the needs of our growing and changing school population. This is a key part of our School Development Plan.

In addition teaching and support staff at Dussindale have benefited from training in developing inclusive strategies, for example in the following areas:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Sensory Processing difficulties
- ADHD
- Speech, Language and Communication
- Meeting children's social and emotional needs, Neurodiversity, Secure Base and Restorative approaches training.
- Mental Health first aid/Mental Health Champions training
- Understanding Attachment difficulties
- Working Memory Difficulties
- ASD training
- Cognitive Behavioural Therapy
- Norfolk Steps Training
- ELSA training

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

• The SENCO attends termly SENCO Network meetings and liaises regularly with the Broad Horizons Trust Inclusion Advisor (Claire Keen) • The School has a Norfolk Steps trainer who liaises regularly with the Norfolk Steps team.

• We work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

• **Learning,** including meetings with the School Support Team and Educational and Clinical Psychologists, Access through Technology, Virtual School for Sensory Support, Inclusion Team, School to School Support and Sensory Support.

• **Health,** including GP's, school nurse, paediatricians, speech and language therapists, occupational therapists, Child and Adolescent Mental Health Services, Just One Norfolk.

• **Social Care,** including family support workers, Family Support Process and Early Help.

• **Mental Health and wellbeing,** including Educational Psychologists, CAMHS, Broadland Mental Health Support Team (MHST), Just One Norfolk and the School and Communities Team.

The school also signposts parents to local specialists and charities such as Autism Anglia, Scope, SENsational families and Starfish.

The Norfolk Just One Number Service is recommended as a source of advice and support for families. Information can be found here: www.justonenorfolk.nhs.uk

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school was built in 2007 to conform to accessibility requirements. See the school's Accessibility Plan for further information.
https://www.dussindaleprimary.co.uk/

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact is your child's class teacher.
- The SENCO Sarah Dorling can provide additional information about specific SEND and signpost you to the additional support that other agencies can provide.
- Look at our SEND policy and links on our website: www.dussindaleprimary.co.uk/
- Contact Parent Partnership- www.norfolksendiass.org.uk

Date September 2026

Review Date: Autumn Term 2027