



Dundale Primary School & Nursery

‘Belonging, Achieving, Flourishing’

**SEN INFORMATION REPORT
2026**



SEN INFORMATION REPORT

Welcome to our SEN Information Report. Here you should be able to find the answers to frequently asked questions relating to what the school offers for children with a Special Educational Need. At Dundale Primary School & Nursery, our ethos is “Belonging, Achieving, Flourishing.” All children can expect a safe and respectful culture, fostering belonging, attendance and participation in learning.

The 7 principles of inclusion are embedded within our Dundale Way enabling our children to achieve our school values: Respectful, Inclusive, Active Learner, Resilience, Ambitious and Reflective



INTRODUCTION

All Hertfordshire schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the Local Authority (LA) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and are given equal opportunities. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The four broad areas of need are identified as:

Communication
& Interaction

Cognition &
Learning

Social,
Emotional &
Mental Health
Difficulties

Sensory &
Physical Needs

WHAT IS THE LOCAL OFFER?

The Children and Families Bill requires local authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 – 25. This is the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range of services and provision available in the local area.

To find out about the local authority's local offer of services and provision for children and young people with SEND click on the links below:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

DUNDALE PRIMARY SCHOOL & NURSERY & THE LOCAL OFFER

Please click on the questions below for more information about the Local Offer from Dundale Primary School & Nursery and how we can support you and your child.

1. How does the school know if children / young people need extra help and what should I do if I think my child may have special educational needs?

2. How will school staff support my child?

3. How will I know how my child is doing and how will the school help me support my child's learning?

4. How will the learning and development provision be matched to my child's needs?

5. What support will there be for my child's overall well-being?

6. What specialist services and expertise are available at or accessed by the school?

7. What training have the staff supporting children and young people with SEND had, or are having?

8. How will you help me to support my child's learning?

9. How will I be involved in discussions about planning for my child's education?

10. How will my child be included in activities outside the classroom including school trips?

11. How accessible is the school environment?

12. Who can I contact for further information?

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

14. How are the school's resources allocated and matched to children's special educational needs?

15. How is the decision made about how much support my child will receive?

16. How can I find information about the local authority's Local Offer?

1. How does the school know if children / young people need extra help and what should I do if I think my child may have special educational needs?

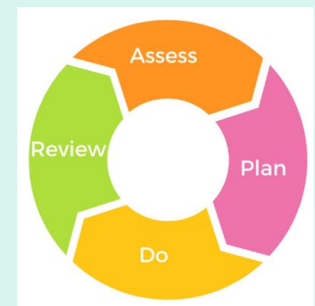
At different times in their school life, a child may have a special educational need (SEN). The Code of Practice 2014 defines SEN as follows:

“A child or young person may have SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or;
- b) as a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.

We follow the 'Assess-Plan-Do-Review' model of intervention and support and include the child and parents in this process. Parents who have concerns regarding their child's progress are welcome to raise these with class teachers and the Inclusions Lead / SENDCo.



2. How will school staff support my child?

At Dundale, we always endeavour to first meet the needs of all children with Quality First Teaching. This is monitored and supported through a variety of systems that ensure all teachers and children are reaching their potential in the learning environment. Should a child require additional support for their learning, this can be provided in a number of ways and could involve a mixture of response types.

Overall responsibility for children with SEND

Becky Ellis
Headteacher



Will meet at least termly with the SENDCo to monitor impact of support and provision and report back to the LGB

Emma Leach
Inclusion
Governor



- Co-ordinate support for children's learning and have an overview of their provision and progress.
- Set dates for meetings and review progress and need
- Maintain good communication with parents in order for them to remain up to date and in full knowledge of the systems in place to meet the needs of their child in school

Helen Hodgson
INCo / SENDCo



•Class teachers ensure that Dundale's SEND Policy is followed in their classroom and for all children with SEND. They check on the progress of every child and identify, plan and deliver any additional help a child may need in liaison with the SENDCo; share and review the Learning Plans with parents and carers every term; personalise teaching and learning as identified through understanding the barriers to learning for each child and individual learning targets.

Class Teachers

•Teaching assistants provide additional support in a variety of ways both within the classroom and outside. They may work with individual children or groups to support Quality First Teaching and may deliver specific interventions to support children with additional needs. They work closely with both the class teacher and SENDCo to deliver appropriate provision and support.

Teaching Assistants



3. How will I know how my child is doing and how will the school help me support my child's learning?

- Your child's progress will be continually monitored by their class teacher and reviewed formally at termly pupil progress meetings. Should it be felt at any stage that your child would benefit from additional support we would monitor this through our 'initial concerns' process. Your child may have targeted support put in place through Ordinarily Available Provision and targeted intervention.
- If, following this and through consultation with parents, it is decided that your child has special educational needs, they will be put on the school's SEN Register. They will be identified as receiving 'K – School Support' on the school system.
- If your child is on the SEN Register, they will have a Learning Plan. This sets out targets your child will be working towards, strategies and provision in place to support your child within school and any additional targeted interventions your child will receive. Regular reviews will take place to update and adapt where necessary. Where appropriate, children will also be invited to share their views on the support they have received and how this could be modified. The outcome of these reviews will help the school to further respond to need. This process will allow the school to assess whether further different support, increased support or a reduction of support is required. Reviews are shared with both children and parents, who are encouraged to contribute to the process.
- A small number of children with exceptional and significant special educational needs may require an Educational Health Care Plan. The progress of all children with and EHCP will be formally reviewed at an Annual Review with the young person, parents/carers and all other professionals involved in their education.
- Our Headteacher and SENDCo carefully monitor the progress of children with SEND, liaising regularly with the Inclusion Governor, Emma Leach.



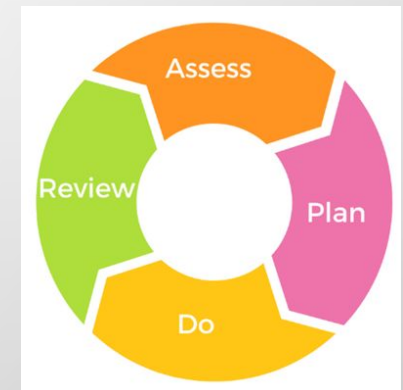
4. How will the learning and development provision be matched to my child's needs?

- At Dundale, we provide high-quality adaptive teaching with a curriculum designed for all learners. Our environments are inclusive and accessible to all.
- This means that every child is seen as an individual. We pride ourselves on knowing our children well and through reasonable adjustments ensure their needs are met. We have an enriching provision beyond the classroom which all learners can access.
-
- Where further support has been identified as necessary these are provided through evidenced-based early intervention.. This could be in the following form:
 - Targeted group support within class through scaffolding and adapted tasks
 - Individual support within class with adapted tasks aimed to stretch a child at their level
 - Group support outside of class to boost children not quite achieving age-related expectations
 - Individual support outside the class to fill gaps in a child's learning



4. How will the learning and development provision be matched to my child's needs?

- A child's level of need will be assessed on an individual basis through the Assess, Plan, Do, Review Cycle and Graduated Approach. Where possible, a child's learning support will involve as much independent, in class learning as possible and the amount of time spent outside of class on a one-to-one basis will be managed specifically around the type of need.



5. What support will there be for my child's overall well-being?

Dundale is a highly inclusive environment where the needs and well-being of all children are valued. The children's health – both physical and mental – and emotional well-being is of paramount importance and the school has clear policies around things such as medical needs and behaviour.

The following are considered important when managing overall well-being.

- Children with social, emotional and/or mental health difficulties (SEMH) will be managed sensitively. There will be regular and close consultation with parents and the child. In addition, children with SEMH may be considered for other school services that may meet additional emotional needs such as counselling, or pastoral groups. Parents will also be signposted to resources available out of school such as CAMHS, parenting classes etc.,
- At Dundale we work closely with the Hertfordshire Schools Mental Health Support Team. This service can deliver evidence-based interventions for mild to moderate mental health issues to children or families



5. What support will there be for my child's overall well-being?

- Children who recognise their own difficulties and whose self-esteem is considered to be at risk because of this will be closely monitored and offered support to cope with this. The school will always work with children to recognise their strengths and use these to augment learning in other areas
- Our staff are trained in Therapeutic Thinking – a therapeutic approach to behavioural management. The Head and Deputy Heads are trained as Therapeutic Thinking trainers.
- The SENDCO is trained in level 1 Protective Behaviour.
- Both the Head and SENCO are trained in Foundation of Drawing and Talking therapy.
- We are extremely proud of our Zen Den which is designed as a calming, relaxing environment to support children pastorally and their overall well-being.



5. What support will there be for my child's overall well-being?

- A number of interventions are designed to support our children's well-being - including parent cooking / craft sessions, small group gardening clubs, sensory circuits and play therapy



6. What specialist services and expertise are available at or accessed by the school?



7. What training have the staff supporting children and young people with SEND had, or are having?

Dundale Primary School provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. Training may be delivered to all staff or on an individual basis depending on the needs of specific children staff may be supporting. This includes training such as:

- Spelling & Phonics
- Reading
- Speech and Language
- Autism and ADHD awareness
- Therapeutic Thinking Training – therapeutic behaviour programme
- Attachment and Trauma Awareness
- Mental Health Awareness Level 1
- Makaton Training
- First Aid Training (including Paediatric First Aiders, allergy & asthma awareness)
- Specific Learning Difficulties
- Dyslexia awareness
- Supporting anxious children and young people
- Sensory processing
- Supporting children with PDA

Training is refreshed regularly and opportunities for additional training are sought to ensure all staff have an up to date working knowledge of SEND issues and current legislation.



8. How will you help me to support my child's learning?

The school will work in close partnership with parents and carers to provide the following:

- Regular communication / review meetings on the child's progress including the opportunity to express concerns and needs
- Information on navigating the Hertfordshire Services available to the Family
- Resources, help and guidance in providing support at home both academically and well-being
- Open door policy



9. How will I be involved in discussions about planning for my child's education?

In the usual school year, in addition to regular invitations to come into class, parents and carers of all children are invited to consultation meetings where they receive information about how to support their child's learning. They receive a full written report towards the end of the Summer Term and there is an annual open evening in the Summer Term.

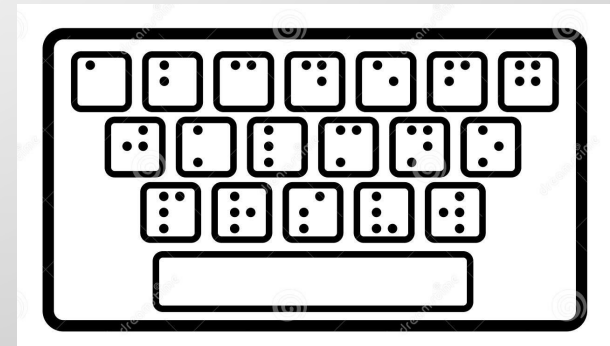
In addition to these regular chances to discuss your child's progress, the school operates an open door policy and teaching staff can be met with informally or formally. If you would like a longer or private meeting, or one involving the SENDCo or Senior Leadership Team, please make an appointment via the school office.



10. How will my child be included in activities outside the classroom including school trips?

The school has an inclusive ethos and will endeavour to include all children in all activities wherever possible. Where necessary, reasonable adjustments will be made to the school premises and equipment in line with the requirements of the Disability and Equality Act.

Where possible and when appropriate the school will seek advice and obtain specialist equipment to aid learning for pupils with specific difficulties. This could be anything from modified pens to specialist chairs.



10. How will my child be included in activities outside the classroom including school trips?

All school trips will be assessed for accessibility for all of our children. Where necessary, a robust risk assessment will be carried out to identify concerns around individuals and to ensure all has been put in place for a safe and enjoyable outcome for all children and staff. Where necessary, we will seek advice from parents and discuss whether they feel happy with the arrangements we have made for their child.



11. How accessible is the school environment?

- Dundale is a highly accessible environment. It is on one level with no gradient and no steps.
- There are automated doors in some areas and is wheelchair accessible.
- There are disabled toilets in both KS1 and KS2 buildings
- Parents are encouraged to talk to the school to meet individual requirements



12. Who can I contact for further information?

Your child's teacher is always the first person who you should contact if you have any concerns about your child. The Special Educational Needs Coordinator is Helen Hodgson. She is always happy to talk to you if you have concerns about your child's needs. There is also further information about other organisations who can help on the final page of this document.

In the event of any disagreement between parents and the school, the complaint will be referred to the governing body that has an established complaints procedure.



13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Transition is part of life for all children, whether it includes moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN. We are committed to working closely with parents, children and staff to ensure these transitions run as smoothly as possible.



If your child has an Education, Health and Care Plan (EHCP), they will have an annual review that will encompass transition to and from other school settings.

Planning for transitions within the school will take place in the Summer term. Arrangements for transition to secondary school for pupils with SEN will be planned according to the individual's needs.

During Year 6, transition information will be shared with the SENCo at their next school. This information will outline needs and support that has proven to be effective. Where possible, children will visit their new school and staff from their new school may visit Dundale. If extra transition is needed this is planned on an individual basis.



14. How are the school's resources allocated and matched to children's special educational needs?

The school's SEN budget is mostly used to provide additional staff support or resources that will directly benefit children with SEND.

In a very few cases the school will apply for, 'Focused Intervention Funding' from the Local Authority for a specific short term need.

Additional funding is often provided when a child has an EHCP. This is in order for a school to ensure the provisions listed within the EHCP are provided.

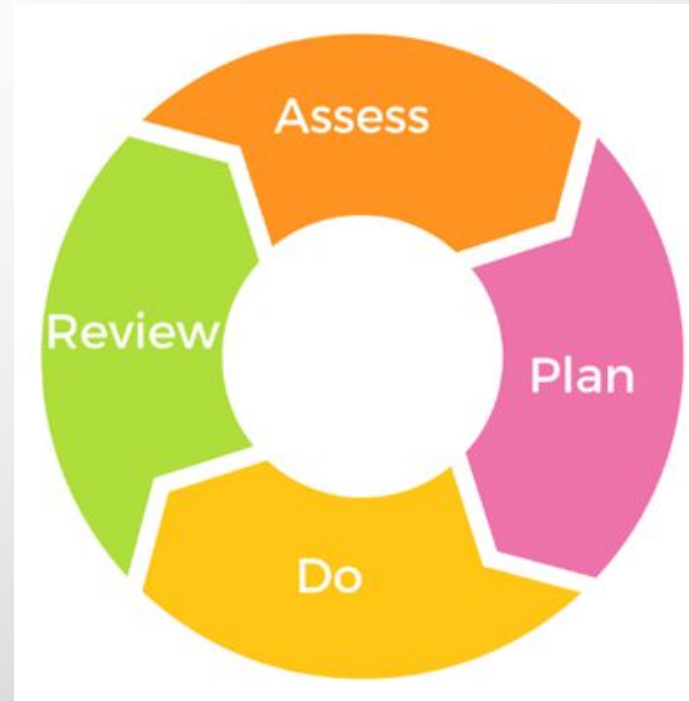


15. How is the decision made about how much support my child will receive?

If a child is identified as having SEND, we will provide support that is additional to, or different from, the adapted approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning.

When providing support that is additional to or different from, we engage in the graduated approach in a four-stage process: Assess, Plan, Do and Review.

While the majority of children with SEND will have their needs met in this way, some with exceptional and significant needs may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan (EHCP.)



16. How can I find information about the local authority's Local Offer?

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. www.hertsdirect.org/localoffer

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

- SENDIASS is an impartial service funded by Hertfordshire County Council.
- Their expertise and training in special educational needs and disabilities (SEND), and disagreement resolution help them to help parents.
- They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed, so that they can make informed decisions about their child's education.
- Tel: 01992-555847
- Email: sendiass@Hertfordshire.gov.uk
- Website: cyp.iassnetwork.org.uk/

Other useful contact:

- www.kids.org.uk. A charity that works with disabled children, young people and their families.