Dunbury
Church of England Academy

SEND Parent Information Report 2025-26

From January 2026 Mrs Stoker (Inclusion Lead) has been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Dunbury Academy, have a look at our SEND Policy (http://www.dunbury.dsat.org.uk/send/) and our Accessibility Plan. The school's Accessibility Plan details how we improve access to the curriculum, physical environment and information for disabled pupils and can be found on our website. Dorset's Local Offer can be found here.

To contact Mrs Stoker in person, please call 01258 880501 or SEND@dunbury.dsat.org.uk. This report contains a review of the last year at Dunbury and a look at how children at Dunbury are identified as having SEND, how we work with parents and pupils and how children are supported in school.

How did SEND support help in 2025-26?

Mrs Stoker's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2026-7.

What was great and needs to stay the same?

- Quality First teaching in every class.
- Teachers' knowing their pupils and making sure they plan carefully for them.
- Mrs Stoker meeting with experienced SENCOs' within our DSAT Trust.
- Working with other professionals.
- Regular focussed interventions following the lesson to enable pupils to access the next lesson.

What we changed and why?

- PLPs' written and reviewed every 6/7 weeks. This helped pupils to have short measurable targets and staff to have a clear idea of who was achieving thier targets and who was not.
- A greater understanding by staff in identifying and addressing barriers rather than supporting labels / diagnoses.
- Greater clarity about what SMART (Short, Measurable, Achieveable, Relevant, Time based) targets are and how to write them.

What we plan to do in 2026 ?

- Training to focus on Graduated Response which ensure that all staff are informed throughout the lesson about the Plan, do , review cycle and what strategies may help the needs of pupils.
- Greater involvement of parents and pupils in the review of Pupil Learning Plans and sharing PLP impact with them.
- Training for staff on over coming and supporting barriers for pupils with ASC.

What are the Needs at Dunbury and how are they supported?

Cognition and Learning Needs

- Learning difficulties at Dunbury can take a variety of types, commonly including – Specific Learning Difficulties(SpLD) – this term indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with memory, organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. SpLD include Dyslexia, Dyscalculia and Dyspraxia.
- A range of techniques will be used to make the curriculum appropriate for all learners. The SENDCO will advise teachers on support, where necessary.

Communication and Interaction Needs

- There is a wide range of difficulties which fall within the category of communication, including Autistic Spectrum Condition (Autism and Asperger's) and Speech and Language difficulties.
- Many pupils with Communication and Interaction difficulties will be catered for by in-class support and adaptations in class with advice from the SENDCO and external specialists if required.
- Within the school setting, Speech and Language Therapists (SALT) from the NHS assess children with Speech and / or Language difficulties who have been referred to them by the school or another agency. They discuss their findings with the parent and class teacher as well as the SENDCO. Targets are set by the SALT with resources suggested or provided.
- For children with more complex speech and language difficulties, the NHS Speech and Language therapist may provide some therapy sessions which are usually provided in school with a therapy assistant. Therapy sessions, whether carried out by a Therapist or assistant, focus on set targets and use flashcards, games, apps and exercises to encourage children to use the correct mouth shapes, correct grammar etc. It is vital that parents and school staff are involved as much as possible to ensure the child can apply skills across the day.

Social, Emotional and Mental Health Needs

- There is wide range of needs in this area including: ADHD, social difficulties, anxiety, behavioural difficulties etc. Support we can provide in school may include:
- Time to talk / be supported by their teacher, a TA or Emotional Literacy Support Assistants (ELSA)
- Nurture groups
- Social skills and friendship groups
- 'Pupil voice' – we give time to children to share what helps them most effectively in school
- Behaviour programmes including rewards and sanctions.
- Mental Health Schools team come in to support groups of children and complete bespoke work with the family and the child where appropriate.
- The Specialist teacher service have behavioural specialists where appropriate to ensure that support is effective and appropriate for the child.

Physical and Sensory Needs

- When a child has an identified sensory, physical or medical need we will ensure that:
- All working with the child understand the specific needs of the child.
- Adaptations to tasks and the learning environment are made as appropriate.
- Adaptations to the building are in place to allow as far as possible full accessibility and inclusion.
- Suitable resources and equipment are provided – i.e. computer equipment
- Specialists are consulted as necessary i.e. Specialist teachers, Occupational Therapists, Physiotherapists. Team Around the Child meetings (TAC) arranged by the SENDCO if required.
- Hearing and Visual support services also work with school to ensure that ther children with hearing or visual difficulties are effective supported in school.

What is a graduated response?

At Dunbury we have an agreed graduated response which is reviewed to support a child's needs. If a child is put on the SEND register, a PLP (Pupil Learning Plan) is created to specify clear learning targets where there is a deficit. Targets must be SMART yet aspirational to enable the child to make progress towards closing the gap. The PLP is agreed with parents before implementation, to ensure that it is an agreed approach to support their child.



The PLP is a document which identifies the child's key needs and barriers to learning. It documents actions to support progress as well as aspirations for the child, including the child's own goals. Every half term parents and the class teacher discuss the reviews of the PLPs and how this relates to the child at home. It is also a time when collectively decisions to progress towards further help are made.

What does the graduated response look like in action? A case study

Here is what happened to Francesca (based on a real pupil at school) over the past two years to explain what has happened to our pupils identified as having SEND. See SEND Policy for further details

Francesca was working really hard at school but not always being successful. At home she was finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It was decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca was happy at home but was still finding school work very tricky and her class teacher was concerned that although she was working hard she was not making progress, so the class teacher spoke to Mrs Stoker.

Mrs Stoker, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understood).

Francesca and the teacher tried these things for a term, but it wasn't really helping. They had another meeting with Francesca's parents and completed an Pupil Learning Plan (PLP). This helped them focus on a few things and shared out how everyone was going to help Francesca.

At the end of the next term the plan was reviewed. Francesca had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Mrs Stoker decided with Francesca's parents that although school were helping, they needed some more help for Francesca. She referred Francesca to see a specialist team called SENSS (Special Eductaional Needs Support Service).

A person from the SENSS team met with Francesca and completed some assessments (these were little tasks to do) to see if they could find better ways to help Francesca.

The SENSS team wrote a long report about what they had found out and said they thought that Francesca was Dyslexic. They explained some things that would help in school and key areas school needed to help Francesca in.

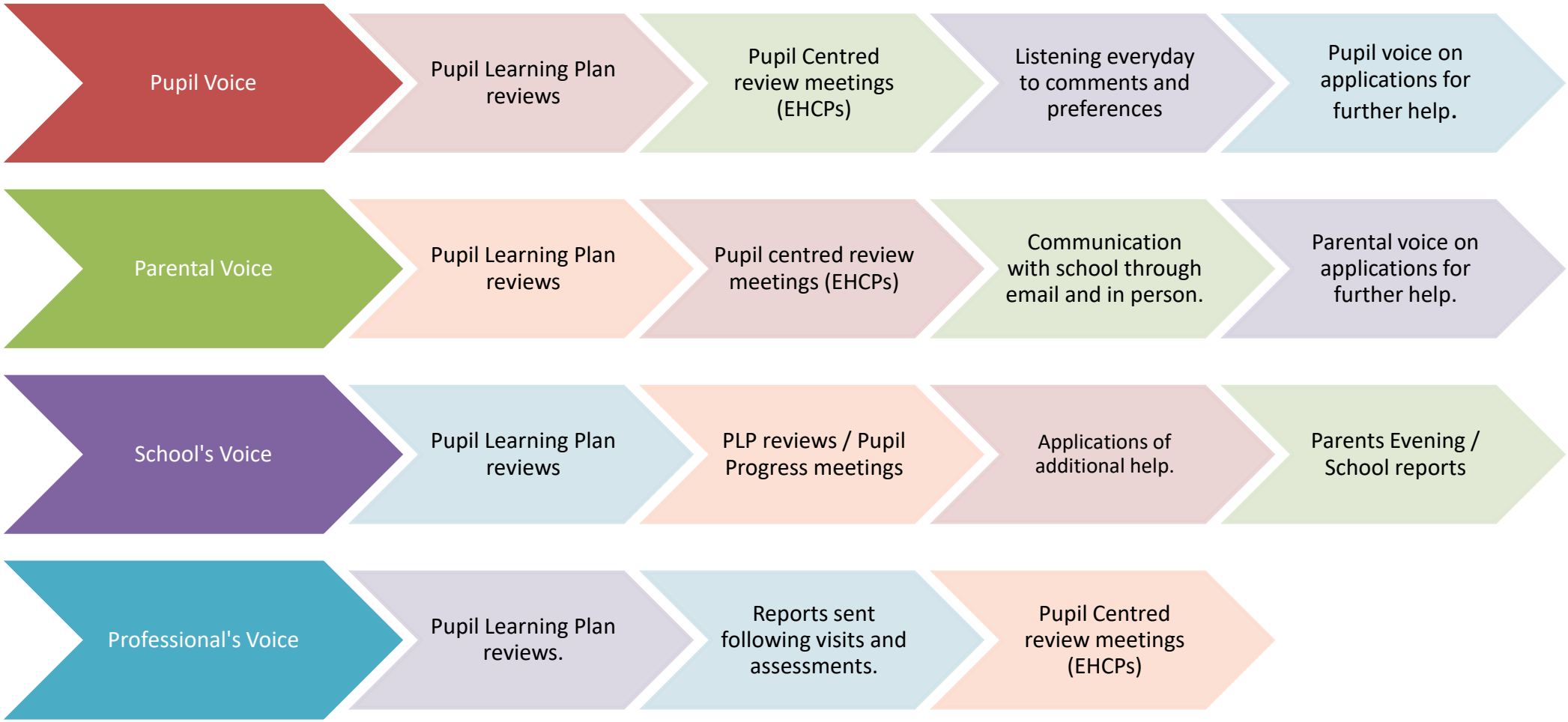
Francesca and her parents met with Mrs Stoker and her teacher. School wrote a PLP (Pupil Learning Plan) to create some sort term goals. At the end of the term the plan is reviewed and a new plan is written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

Mrs Stoker continues to check that she has a plan written that will help her and going in to check that the class teacher (who has changed now) is providing what Francesca needs.

How does everyone's voice get heard?

There are multiple opportunities throughout the year which enable all stakeholders to contribute to planning for the child, below are just a few key ones to ensure that we hear everyone's voice.



What does SEND support look like in the classroom?

Specialist equipment to make tasks easier to complete (such as a writing ramp) or to support sensory needs as well as focus and attention (such as a wobble cushion or theraband on someone's chair)

Specific curriculum adaptations are made where the barriers are unique to the subject. For details see website pages.

Adapted resources to enable a child to access the learning but with limited visual clutter or focusing on certain key aspects of the learning.

Pre-teaching so a pupil is familiar with the material and has had a chance to recall prior learning before

There may be nothing obvious to you because the adaptations are subtle changes made or routines established that enable the child to be fully engaged.

Children may be taken out of class for interventions to close the gap in their learning or to provide time to meet sensory needs to enable learning.

Specific adult support at certain times to remove barriers to learning.

Visual timetables, accessible fonts, coloured powerpoints, consistent routines, check lists to support small steps

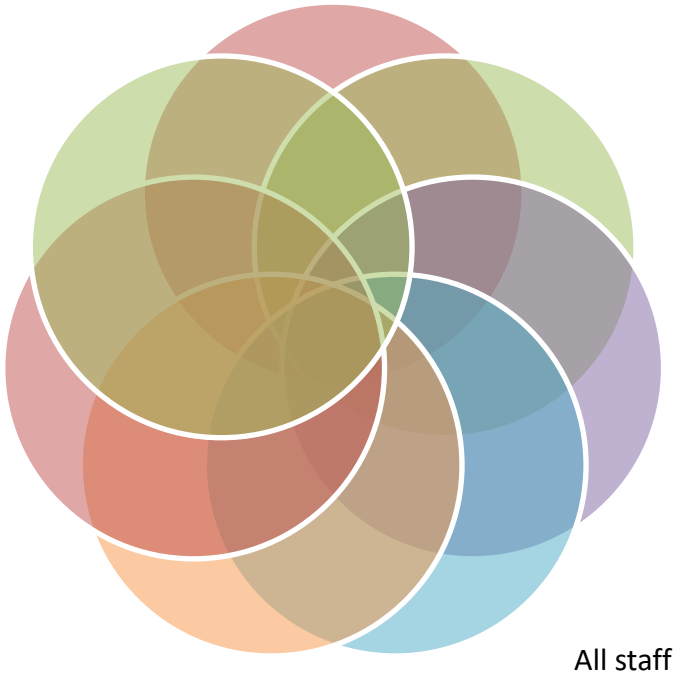
Consistent Quality First Teaching which includes targetted questioning, effective paired talk with peers, modelled and worked examples.

What does Dunbury have to offer?

All staff training in an effective synthetic phonics programme (RWI) which supports the development of spelling and early reading.

Regular work with the Mental Health schools team in whole class preventative work and referrals for 1:1 support.

Regular working relationship with the educational psychologist and specialist teacher service.



Termly work with the SALT (Speech and Language Therapy) Service.

SENDco involved in regular training with other SENDco's in the trust.

Trained and experienced ELSA (Emotional Literacy Support Assistant)

All staff trained in faciliating a graduated response and a focus in planning on meeting the needs of learners who are experiencing disadvantage (LED) as this benefits all pupils.

Who is responsible for SEND at Dunbury Academy?

Class Teacher

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Reviewing and writing targets for pupils who need them every half term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Directing additional adults in the best way to support your child and communicating with external professionals in order to share observations and seek advice as appropriate.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- To contact: arranging an appointment with the school office to speak with the class teacher.

Headteacher

Mrs Richardson

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.

She manages all staff including SENDCO and class teachers in their roles in providing provision for children with SEND, and is responsible for ensuring there are not barriers to your child's needs being met.

- She must make sure that the LGB is kept up to date about any issues in the school relating to SEND.
- To contact : Telephoning or visiting school to arrange an appointment.

SENDco ~ Mrs Stoker

Coordinating support for children with special educational needs (SEN) and / or disabilities, and developing the School's SEND Policy to make sure all children get consistent, high quality provision

Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing, part of planning ahead for them.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are learning records of your child's progress and needs.
- To provide specialist support for teachers and teaching assistants and other support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Assisting your child's class teacher to set targets for individuals.
- Organizing training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- To contact: Telephoning or visiting the school office to arrange an appointment.

ASEC Member ~ Steve Gorson

Making sure that the school has an up to date SEND Policy

Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

- Making visits to understand and monitor the support given to children with SEND in the school

What else does Mrs Stoker do to help SEND at Dunbury?



Transition: Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDco from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between bases at school.



Helping teachers: Where possible as as school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mrs Stoker's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Complaints: If someone has a complaint regarding the SEND process, Mrs Stoker would like to talk to them about it first, however if they can not come to an agreement then she would work through the offical complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the Dunbury pupils.

Admission Arrangements

The school admits pupils with SEND in accordance with the Equality Act 2010 and the school's admissions policy.

How are pupils with medical needs supported?

Pupils with medical conditions are supported through close collaboration between school, parents and healthcare professionals. Individual Healthcare Plans are put in place where required and reviewed regularly. Staff receive appropriate training, and medication is managed in line with the school's policies. We are committed to ensuring that pupils with medical needs can access all aspects of school life safely and successfully.

How do we evaluate the effectiveness of SEND provision?

At Dunbury Academy, we regularly review the progress and wellbeing of pupils with SEND to ensure that the support provided is making a positive difference. This is achieved through ongoing assessment in class, termly Pupil Learning Plan (PLP) reviews, pupil progress meetings, parent discussions and feedback from external professionals where appropriate. We consider academic progress, social and emotional development, attendance, engagement and the achievement of agreed targets. The Assess, Plan, Do, Review cycle helps us identify what is working well and where changes may be needed so that support remains effective and tailored to each child's individual needs.

What's next?

As a small school, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.
Mrs Stoker would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. Her contact details are on the front of this document.
Please have a look at the appendixes that follow the report for further information or support.

What else is in this report that might be helpful?

- Appendix One: Helpful organisations that will be able to support parents with all aspects of the SEND process and a few good websites for up to date information on some difficulties our pupils face.
- Appendix Two: What a Pupil Learning Plan looks like.
- Appendix Three: Glossary of terms

Appendix One

Here are some web links that might be helpful to you

.



Appendix Two

Diocese of Salisbury Academy Trust

Dunbury Church of England Academy

Pupil Learning Plan 2025/26

Pupil characteristics:

Name:		**DOB:**		**Class:**	
Teacher:		**Year Group:**		**Level of Need:**	
First Language		**Eligible for PP**		**Initial Date:**	

SEND profile:

Primary Area of Need		**Other areas of need:**	

Assessment of needs:

Areas of need	Strengths	Identification of needs
Cognition and learning Speech & language communication need Social, emotional and mental health Physical difficulty		

Outside agency involvement summary: (any other details not listed above, e.g. referrals, diagnoses)

Date	Notes

What I need to belong and learn	
What my adults notice (T&L approaches, equipment, communication, social / emotional support)	**What I have told you (pupil voice)**

Appendix Three

ADHD / ADD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder (ASD)/ Autistic Spectrum Condition (ASC)
BESD	Behaviour, Emotional and Social Difficulty
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHC Plan	Education and Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IEP / IPP	Individual Education Plan / Individual Provision Plan
LAC	Looked after Children
LGB	Local Governing Board
MLD	Moderate Learning Difficulty
OT	Occupational Therapy/Therapists
OPP	One Page Profile
SALT	Speech and Language Therapy/Therapist
Spld	Specific Learning Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
TA	Teaching Assistant
Team Around the Child	Team Around the Child
VI	Visually Impaired