DAUNTSEY ACADEMY PRIMARY SCHOOL AND PRE-SCHOOL

SEND Information Report

What are 'SEND'?

Special Educational Needs and/or Disabilities (SEND) can affect a child's ability to learn. These can include:

- a child's behaviour or ability to socialise
- reading, writing and maths basic skills
- the ability to process and understand the world around them
- concentration levels
- physical needs or impairments

About 1 in 5 children are likely to have special educational needs of some kind at some time during their school career. Some children may have special educational needs for a relatively short time; others will have special needs throughout their schooling. Some will have special needs in particular curriculum areas, but others may need help with all, or most aspects of their education. A very small minority may have complex needs which may need a statutory assessment and involvement from outside agencies, such as a speech and language therapist or an educational psychologist.

At Dauntsey Academy Primary School, we embrace the fact that **every child** is different and, therefore, the needs of every child are different. Many steps are taken to support ALL of our children through their learning journey. However, for some children, there are occasions when further additional support may be needed to help them achieve their targets. This is certainly the case for pupils with Special Educational Needs and/or Disabilities. The provision for an individual is designed by the class teacher, the SENDCo, the family and where necessary, outside agencies.

GENERAL INFORMATION

How does the school decide whether my child requires additional support?

We identify pupils as needing additional support if:

- Concerns are raised by parents/carers, teachers or the pupil.
- Limited progress is being made.
- There is a change in the pupil's behaviour, progress or attendance.
- The child is working below national expectations.

How does the school decide whether my child has a Special Educational Need or Disability?

Throughout their learning journey, many of our children may need some additional support to enable them to make expected progress or to attain in line with national expectations. For some children, this support may only be required for a short time and it does not mean that these children have Special Educational Needs.

Children will be identified as having a Special Educational Need if…..

- Despite targeted support, the pupil is not making the progress required.
- Despite targeted support, the gap between the pupil's attainment and national expectations is not narrowing or is becoming wider.
- In order to achieve in line with national age-related expectations (ARE) and to make progress from their starting points, they need provision which is additional to and different from that which is provided for the majority AND it looks likely that this level of support will need to be sustained over a long period of time (more than 1 year)

Staff will use a range of documents and assessments in order to ascertain whether a child is falling behind or needs a particular intervention. The Wiltshire Graduated Response to SEND Support (GRSS) can be used as an assessment tool for identifying specific areas of need, as well as offering suggestions for suitable interventions and strategies for support. Information about the GRSS can be accessed in the 'Guidance/Useful Documents' section on the Wiltshire Local Offer website: https://www.wiltshirelocaloffer.org.uk/useful-documents/

Dauntsey Academy Primary School SEND profile 2026 - 2027

School SEND percentage (NOR 177)	Tier 1 (Concern)	Tier 2 (Concern)	Tier 3 (External agencies / support plan	Tier 4 (EHCP)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
14% (32% with concerns)	13%	5%	11%	3%	3.7% (14.8%)	3.8% (7.7%)	14.3% (23.8%)	17.9% (60.7%)	8.3% (33.3%)	24% (52%)	26.9% (30.7%)

Who will decide whether my child has SEND?
In the first instance, your child's class teacher will raise any concerns that they may have with you, the parents/carers and with the school Inclusion Lead. At Dauntsey Academy Primary School, the Inclusion Lead is Mrs Carpenter.

The Inclusion Lead is responsible for ensuring that the SEND Policy is being put into practice effectively throughout the school. She will liaise with school staff and, where necessary, outside agencies to plan support and interventions and monitor their effectiveness.

What should I do if I think my child has SEND?
Raise any concerns, in the first instance, with your child's class teacher. If, following this, you find yourself becoming increasingly concerned, please make an appointment to see Mrs Carpenter, the Inclusion Lead.

COMMUNICATION
Will I know if the school has concerns about my child?
As soon as the school identifies that your child needs additional support with a particular aspect of their education, you will be informed verbally by your child's class teacher. The class teacher then plans a programme of intervention to support your child. This may involve some 1:1 or small group activities, or extra scaffolding during lessons. If, after a period of intervention (usually between one and two terms), the school does not see an improvement, you will be invited to a meeting with your child's class teacher and possibly the Inclusion Lead. At this point, further actions will be discussed. An IEP (Individual Education Plan) may be written to set targets for improvement.

If the class teacher and Inclusion Lead feel that your child may need additional support for an extended period of time (one year or more) a "My Support Plan" and a Pupil One-Page Profile may be written for your child. You will be asked to contribute to the writing of all parts of the "My Support Plan." The Support Plan is then registered with Central SEN at Wiltshire Council and reviewed twice a year.

If, after several reviews of the "My Support Plan", you or the school feel that progress is still not being made, we will make a request to Central SEN to apply for an Educational Health Care Plan (EHCP). This is a formalised

document, involving input from outside agencies in all areas of support for the child. Having an EHCP may involve gaining funding for the school to provide further resourcing, staffing or intervention where needed.

How will you help me to support my child's learning?
When you meet with your child's class teacher, they will suggest ways that you can support your child at home. If outside agencies have been involved, suggestions and programmes are usually provided that can be used at home.

TRAINING/RESOURCES/PROVISION

My child's special educational need has been identified. What provision is in place to support my child and what training and resources are available to school staff?
The following resources, strategies and interventions are used at Dauntsey Academy Primary School to meet the needs of our learners, who require additional support on their learning journey.

Training for staff	Intervention programmes / Assessments	Resources / Other provision
-ASD (Autistic Spectrum Disorder) -Dyslexia and dyscalculia -Reading inference training -Sound Discovery -SALT -Team Teach -Medicines training, as needed -ICT – specific hardware and programmes -ELSA -Mental Health First Aid -Person Centred Approaches -BLAST (Boosting Language Auditory Skills and Talking) -NASENCO (National Award for Special Educational Needs Coordinator) -Talk Boost -Little Wandle Phonics (inc. Rapid Catch-Up programme)	-Little Wandle Rapid Catch-Up -Sandwell Assessment -WESFORD Assessment -Precision Teaching -Paired Reading -Sound Discovery -Inference Training -Beat Dyslexia -Nessy -Talk Boost -Toe by Toe -Time to Talk -Socially Speaking -Social skills books (Volcano in my tummy, What to do when you worry too much) -Boxall Profile Assessment -Goodman's Strengths and Weaknesses Questionnaire	-ELSA support -Scaffolding of learning -Practical apparatus (counters, cubes, Diennes, Numicon, Cuisinnaire) -Times tables grids, place value cards, digit cards -Word banks -1:1 reading -Coloured overlays -Coloured paper -Use of ICT for recording (e.g. Clicker docs, Word) -Mindfulness sessions -Ear defenders, privacy screens, wobble cushions, fidgets -ACE dictionaries -Dyslexia toolbox (e.g. highlighters, post-it notes, task planners)

ASSESSMENT AND REVIEW

How often will I get updates on my child's progress?
See the table below which explains the different tiers of our SEND Register, in-school provision and review schedule.

Tier	Provision
Tier One The child is causing concern	• In class, quality first teaching • Appropriate scaffolding • Additional support e.g. Visual support and resources
Tier Two The child is not making expected progress despite scaffolding	• Small group, 1:1 support • Targets written in an IEP • IEPs reviewed three times a year
Tier Three The child requires support which is additional to and different from the rest of the class (including SALT and ASD referrals)	• Continued scaffolded planning and IEPs • Possibly specific intervention programmes • IEPs reviewed three times a year • External agencies may be called in • Consider a My Support Plan • My Support Plan reviewed twice a year (no separate IEP)
Tier Four The child has a My Plan/EHCP (Education, Health and Care Plan)	• Specific interventions and support, as written in the My Plan • IEPs written and reviewed three times a year • My Plan is reviewed annually

In addition to SEND reviews, you will be invited to Parent-Teacher Consultations twice a year where you can discuss the progress your child is making. At these meetings, you will be able to discuss the attainment of your child in relation to national age-related expectations and how you can further support your child at home.

In March, you will receive a school annual report. The school prides itself on communicating openly and often with all parents, including those with Special Educational Needs. As a result, providing you have attended all parents' evenings and review meetings throughout the academic year, there should not be anything on your child's report regarding a concern or Special Educational Need that you have not been informed about over the course of the year.

Pupils with an EHCP will also have an annual review once a year. These are scheduled for every 12 months after the implementation of the EHCP. An early annual review may be called if you or school staff consider it necessary. This may be because your child's EHCP needs to be amended in some way before the scheduled annual review.

What are "External Agencies" and how can they help my child?
External agencies are professionals who work within the local authority or the NHS and have specialist understanding in a particular area that will help us to meet your child's needs.

The following external agencies offer support to Dauntsey Academy Primary School:

- Wiltshire Council Special Educational Needs Support Service (SENSS) – Cognition & Learning, Communication & Interaction Needs (including ASD), Physical, Medical & Sensory Needs
- HCRG Care Group - Speech & Language Therapy (SALT), Occupational Therapy (OT), School Nursing Team, Physiotherapy and Paediatrics
- Educational Psychologist (EP)
- Behaviour Support (BSS)
- Child Adolescent Mental Health Service (CAMHS)
- Thrive-Approach Counselling

Alternative Provision Services we use at Dauntsey Academy Primary School
Wiltshire Wildlife Trust
Larkrise Community Farm, Trowbridge
Herd Thyme Equine Therapy, Marlborough
The Underground Studios, Salisbury
Saxon Group Riding for the Disabled Association, Bradford on Avon

Will my child sit the tests at the end of year or each Key stage?
Children in Year 1 are tested for their acquisition of Phonics skills. All children will be tested. If your child does not score a sufficient number of points in this screening, they will be identified as needing additional support. You will be notified if this is the case, to enable you to support at home. Children who do not meet the required standard will be tested at the end of the following academic year.

Year 2 SATS for Reading, Writing and Maths are now optional. If given, these will be carried out towards the end of the academic year. These tests are delivered informally and we strive to ensure that these are in no way stressful for your child. In exceptional circumstances, where a child is still working at 'P' levels (below Key Stage 1), it may not be considered appropriate for them to sit the tests and you would be informed.

Children in Year 6 sit tests in Reading, Spelling, Grammar and Punctuation (SPaG) and Maths. All children will sit these tests unless they are attaining at a level significantly below national expectations and to sit them would cause them to become stressed/upset. In these instances, the school would request that they were "disapplied" and would inform you that this is happening.

For some children who have a Special Educational Need, special provision can be made to enable them to access any tests, including extra time, or the provision of a "reader" or "scribe", providing this has been normal practice during the course of the school year. These are called access arrangements.

SCHOOL ACCESSIBILITY

How accessible is the school for my child?

- There are no steps within school and all doorways allow wheelchair access.
- A disabled bay is available within the school car park to allow for easy access.
- There are two disabled toilets within the school.

What provision is in place for my child on school trips?

- Activities/clubs and trips are available to all.
- Risk assessments are put in place where required and a meeting may be arranged with you beforehand to ensure that all measures have been taken to enable your child to be fully included.
- In special circumstances, you may be asked to accompany your child during the activity but the school will do everything they can to ensure that your child can access it independently.

TRANSITION

How will the school prepare and support my child when joining the school?

Transition can look different for every pupil and it will be organised according to what is best for your child. Many strategies are in place to enable pupils' transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Pupils entering at the start of the year will have the opportunity to spend a morning in their new class prior to joining. Where a move happens mid-year, we will also liaise with you to arrange a "taster" visit prior to starting if possible.
- For a pupil with an EHCP or who has more specialised needs, an additional meeting may be arranged between yourselves and the Inclusion Lead, prior to starting to ensure that the necessary provision is in place.
- The Inclusion Lead may need to liaise with external agencies prior to your child starting to ensure that the necessary training/ provision is in place.
- The school will endeavour to welcome your child into school within the required timescale. However, if to have your child at school without the necessary training and support, would put your child or school staff at risk, the school may not be able to receive your child into school until this is in place. Notifying the school of your child's needs at the earliest possibility, will help to speed up this process.
- On arrival, your child will be given a buddy who is another pupil in the class who can support them over the first few days, help them to learn new routines and make friends quickly.

How will my child be prepared to transfer to another class?

- Discussions between the previous and receiving teacher prior to the pupil moving classes
- All pupils will have the opportunity to spend time in their new class prior to joining.
- For pupils with additional needs, extra visits to their new classes can be arranged and social stories /transition books will be compiled when required.
- For a pupil with an EHCP or who has more specialised needs, an additional meeting may be arranged between yourselves and the Inclusion Lead, to ensure that the necessary provision is in place in your child's new class.

How will my child be prepared for transfer to secondary school?

- The local secondary school provides opportunities for all pupils to visit or engage in activities arranged by the school throughout year 6.
- For pupils with Special Educational Needs and/or Disabilities, additional visits are arranged dependent on their need.
- For pupils with SEND transitioning to schools other than the local school, the Inclusion Lead and/or class teacher will liaise with the new school to ensure that the necessary provision is in place.

Your support in your child's learning journey is immensely valued. Please make an appointment to see the class teacher or Inclusion Lead at any point you have any concern, big or small, and we will endeavour to reassure and support you.

Remember:-
Every child is different, every child learns in a different way and every child has different strengths and areas for development. We will match our support to individual needs, in order for your children to achieve the best that they can.

SEND Information Report
Updated September 2026

Glossary of Terms – Interventions and Provision

Beat Dyslexia	Programme for developing reading, writing and spelling skills, by combining phonological approaches with multi-sensory teaching methods. Book 1 begins with early stages of letter recognition, following through to full literacy by book 6. Primarily designed for pupils with dyslexia, of all ages, in 1:1 or small group sessions and uses visual and aural techniques.
Boxall Profile Assessment	Framework for the precise assessment of children who have social, emotional and behavioural/mental health difficulties (SEBD/SEMH) and are failing at school. It helps teachers to plan focused intervention for those children whose behaviour seems to make no sense. The profile provides the teacher with insights and suggests points of entry into the child's world — it allows opportunities to think about what lies behind the behaviour. The Boxall Profile is a two-part check list, which is completed by staff in a classroom situation, through observations.
ELSA (Annie Whyman)	Emotional and social skills support sessions, tailored to individual child's needs or difficulties.
Goodman's Strengths and Difficulties Questionnaire	A behavioural screening questionnaire. There are three versions of the SDQ – a short form, a longer form with impact supplement and a follow-up form designed for use after a behavioural intervention. Categories which are covered are – Emotional symptoms Conduct problems Hyperactivity/inattention Peer relationship problems Prosocial behaviour Internalising and externalising The impact supplement goes into further detail about chronicity (how long or often behaviour occurs), distress, impairment in everyday activities and burden to others, and provides additional information for clinicians.
GRSS	The Wiltshire Graduated Response to SEND Support (GRSS) provides structures and guidance for SENDCOs, teachers and school leaders to support them in putting in place appropriate support for children and young people with special educational needs and disabilities. It consists of a Pupil profile that can be completed to aid the "assess, plan, do, review" graduated approach outlined in the SEND Code of Practice and an associated Guidance section (bank of resources). The Wiltshire GRSS replaces the Wiltshire Indicators and Provision Document (WIPD).
Inference Training	A reading comprehension intervention, designed for children who fall within the normal range of cognitive ability but have difficulties in comprehending what they have read. The programme works through the following areas – • Activating and applying prior knowledge to their reading and using title cues to predict • Identifying key words and elaborate on them to enhance meaning, and develop vocabulary • Generating their own questions and answering them • Generating inferences and integrating meaning as they read to build a gist

	• Summarising a short text extract using visualisation, quick pictures, picto-words and a 10 word or less headline • Retelling an extract to emphasise the gist.
Little Wandle Rapid Catch-Up	Every child in Year 2 or above who cannot read at age-related expectations needs urgent targeted support, so that they can access the curriculum and enjoy reading as soon as possible. Little Wandle Rapid Catch-up is a complete catch-up programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. The intervention is delivered daily for 20 minutes until a child has completed the exit assessment successfully (usually 20 weeks).
Nessy	A reading and spelling programme, using a multi-sensory approach, designed for children with dyslexia. • Phoneme-Grapheme Correspondences • Six syllable types • Suffixes • Rhyming skills • Phoneme identity, blending and segmentation • Phonological awareness • Phonics and word recognition • Vocabulary, fluency and comprehension
Paired Reading	Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, children read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter. It can also be used with adults and children reading together.
Precision Teaching	Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention. It is often used with children with SEND who might need additional support. It's a highly focused, evidence-based intervention.
Sandwell Assessment	This is used to assess a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, place value, object counting and language, and provides a baseline of a pupil's number skills. It is appropriate for use with children from ages 4 to 8 years and the standardised assessment is particularly useful in helping to identify targets for pupils with Special Educational Needs but it can also be used with older pupils whose performance is well below average their age group. It should be administered on a one-to-one basis. There are two versions of the test, A and B. B is to be used at the end of an intervention to monitor the impact.
Socially Speaking	Social skills programme specifically designed for pupils with mild to moderate learning disabilities, physical and/or medical disabilities and for those with special needs in mainstream education and is divided into three units: let's communicate; let's be friends and let's practice. It aims to increase self-esteem and improve listening skills and expressive language abilities.
Sound Discovery	Sound Discovery is a synthetic phonics programme for the teaching of reading, spelling and writing. The children are taught grapheme-phoneme correspondences and the phonic skills of blending and segmenting, and how to use this knowledge in reading and writing. It is delivered through 'Snappy Lessons', which are fast-paced sessions consisting of appropriate multi-sensory activities. It is aimed at low attainers in years 2 to 5, to be delivered in a small

	group situation, 3 times a week for either 5, 10 or 22 weeks, depending on the programme.
Talk Boost	Talk Boost is a targeted intervention that narrows the gap between 4-7 year olds with language delay and their peers. It is usually run as a 10-week programme delivered by trained teaching assistants that can boost a child's communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.
Time to Talk	This programme is designed to teach and develop oral language and social interaction skills in children aged 4-6. There are 40 sessions, designed to take place two to three times a week. The programme aims to help teachers to develop the "rules" of interaction with the help of the character Ginger the Bear, who features in all the activities. Skills taught include: eye contact; taking turns; sharing; greetings; awareness of feelings; giving; following instructions; listening; paying attention; and play skills.
WESFORD Programme	**W**iltshire **E**arly **S**creening **for D**yslexia. A series of activities (tasks, questionnaires, checklists) in order to identify potentially dyslexic children and provide them with additional support, assess their profile of strengths and difficulties with dyslexia in mind and equip teachers to meet their individual needs within the classroom, through a bank of resources.