SEND Information Report 2026-2027

Designation	Name	Date	Signature
Chair of Governors	Adam Coates		
Headteacher	Jemma Southgate		

Governor Committee Responsible: FGB
Status:
Last Review: October 2026

Staff Lead: Headteacher
Review Cycle:
Next Review Date: October 2027

Mrs Leigh Mayne is the SENDCo of Dinglewell Infant School (sendco@dinglewell-inf.gloucs.sch.uk) Mr Adam Coates is the SEND Governor	
How does our school arrange for the admission of children with a disability or special need?	At Dinglewell Infant School, the Local Authority decides our admissions, therefore parents should contact the Local Authority to find out about our admissions arrangements http://www.gloucestershire.gov.uk/schooladmissions • If your child has an Education Health Care Plan (EHCP) in place before they are due to start school, there is a different admission procedure for applying for a Reception place. At the Annual Review (prior to your child starting school) there should be an opportunity to discuss which primary school/academy may be suitable to meet your child's needs. A copy of the Annual Review will be sent to the County Council's Special Educational Needs (SEND) Casework Team, who will then contact the school/academy named in the report to request a place for your child. • Applications do not need to be submitted for children with an EHCP as places are automatically allocated in the school that has been named in the child's EHCP. • If you would like further clarification you will need to contact the SEND Casework Team on 01452 324068. • Children who have additional learning needs or a disability but do not have an EHCP, will need to apply for a Reception place following the same admissions procedures as all other children. • If you have concerns about the process or the choice of a suitable school/academy, you may find it helpful to discuss this with your child's pre-school setting or other professionals involved with your child's education and welfare or it may be advisable to make an appointment to visit the school yourself.
How does our school identify that children have special educational needs and disability (SEND)?	• When children have already been identified with SEND before they start school, we work with the people who already know the children e.g. parents/carers, pre-school leaders and relevant external agencies when appropriate and we use the information already available to identify what their SEND will be in our school setting and how we can manage it most effectively. • We have an induction process with local pre-school settings that involves early identification of children. • Once at school, children will be identified in collaboration with the class teacher, the SENDCo (Special Educational Needs and Disability Co-ordinator), or their parent/carer. • Observations and assessments will be carried out by staff to assess the needs of your child. • Should we require further support we will contact external services such as STEPS (specialist teacher and educational psychologist service) team, the Occupational Therapy Service (OT) and Children and Young Persons Service (CYPS).
What are the first steps our school will take if Special Educational Needs (SEN) are	• When a teacher or a parent/carer has raised concerns about a child's progress, and high-quality targeted teaching of their area of weakness has not met the child's needs, the teacher will raise this with the SENDCo. • The SENDCo will carry out observations & assessments appropriate to the individual child & need. • The class teacher &/or SENDCo will contact parents to discuss the concerns raised. • Targeted teaching or interventions will be used, whereby your child may receive additional support either in or

identified?	outside of the classroom. These groups are run by the SENDCo, Teaching Assistants (TAs), and Class Teachers in small groups where children are working towards the same/similar targets. • The following are examples of some interventions that take place at Dinglewell Infant School: Colourful Semantics, Fizzy, Language for Thinking, Speech and Language Programme, Handwriting, ELS Interventions, Play Nurture, and Therapeutic Forest School • If necessary, after further consultation with parents, external agencies may be contacted if the school feel further support is required (see examples above). • Pupils own views are also sought through 'My Profile'.
What should parents/carers do if they think that their child has SEND? **How can they raise concerns?**	• If you have concerns about your child's progress, you should speak to your child's class teacher in the first instance. • The class teacher will then raise these concerns with the SENDCo who will signpost as necessary.
How will our school involve parents/carers and pupils in supporting their needs?	• We have an open-door policy so parents/carers are able to speak with members of staff at mutually convenient times. This will give you the opportunity to discuss ways to support your child at home. First thing in the morning when children are being dropped off at school isn't the best time; but a mutual time to suit can easily be arranged. If in any doubt email the school office to arrange an appointment. (admin@dinglewell-inf.gloucs.sch.uk) • All information from outside professionals will either be sent to you directly from the agency involved or via your pupil post; if there are any further concerns you can make an appointment with the SENDCo. • A 'My Plan' will be reviewed with you and your child at least 3 times yearly. This will enable the setting of new targets and evaluating previous targets that have been set. • A home/school contact book may be used to support communication with you if your child has an 'Education Health Care Plan'- which replaces a Statement or a 'My Plan Plus' - when this has been agreed to be necessary or deemed a useful form of communication for you and your child. • A Team Around the Child (TAC) meeting ensures this is reviewed every term. • In addition: If you need support in applying for an Education Health Care Plan (EHCP), SENDIASS (parent support service at Gloucestershire Local Authority) https://sendiassglos.org.uk/contact-us/ or the school will endeavour to help.
How will our school teach and support children with SEND?	Class teachers will use Quality First Teaching (QFT) and will ensure: • That children work to meet their full potential using their prior knowledge and build on this to extend their learning.

	• That they vary their teaching styles and use different resources and approaches (which may be suggested by the SENDCo or external agencies). Specific group work may occur in smaller groups (intervention groups) **<u>Group support</u>** • The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. • Once this has been discussed with you, the SENDCo will put a 'Plan' in place, which will outline the children's specific targets. • Adapted tasks & approaches will be put in place to ensure work is target specific according to the children's needs. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. SaLT, an Educational Psychologist or an Advisory Teacher who can provide specialist support for your child. **<u>Specified Individual support – EHC Plan</u>** • The school (or you as a parent/carer) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process (taking 20 weeks to complete). • After the school have sent in the request (with additional information from you) to the Local Authority, they will consider whether your child needs an EHC Plan. If this is the case they will ask you, and all professionals involved with your child, to write a report outlining their needs. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex or lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan (previously referred to as a Statement) will outline the agreed amount of support for individual/small group support your child will receive from the Local Authority and how the multi-agency support should be used and what strategies must be put in place including long- and short-term goals for your child. • Regular reviews will continue & the views of parents & children will be sought. • A formal Annual Review will also take place for those with an EHC Plan, when all professionals involved with your child's care and provision will be invited. • Appropriate scaffolding.
How have we made this school accessible to	• The school is accessible to children with physical disabilities via ramps and there is an easy access toilet next to the office in the main entrance of the school. • There is a disabled parking bay in the school car park, along with drop down kerbs to ensure accessibility.

children with SEND? (Including after school clubs etc...)	• We endeavour to ensure that equipment is accessible to all children regardless of their needs (whilst taking into account 'reasonable adjustments'). • For further information see the school's Accessibility Plan on the school website www.dinglewellinfants.org (click About Us balloon, SEND, Accessibility Plan). • Most extra-curricular clubs are fully inclusive, although some children may need 1-1 support which may be covered by their EHC Plan. • As part of our inclusive curriculum, school trips are available to all pupils, with any extra SEND provision being made where applicable & appropriate. When a child has particularly complex needs the SENDCo will liaise with parents/carers to ensure the safety of the child – ensuring that disabled pupils are prevented from being treated less favourably than other pupils.
Who will be working with your child?	• Within our school your child will be in a class with a teacher and a teaching assistant (TA). TAs work all day in EYFS & generally mornings only in Y1 & Y2. Key Stage 1 TAs are also shared between classes. The SENDCo will be responsible for overseeing the SEND provision throughout the school. • Your child may also receive support additional to that of their class teacher or TA i.e. from the SENDCo or an Intervention TA. • Other people or external agencies that may be involved include: Advisory Teaching Service (ATS), Educational Psychology Service (EPS), School Nursing Service, Occupational Therapy Service (OT), Physiotherapy, SaLT, Children and Young People's Service (CYPS), Paediatricians and GPs.
How are the teachers in school helped to work with children with a Special Educational Need and what training do they have?	• School staff have opportunities to improve the teaching and learning of children including those with SEND. This training is used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with special needs. • We also use the support & training from outside agencies e.g. from the ATS or EPS in particular and through Outreach from our local Special School (The Milestone).
How does our school provide support to improve the emotional and social developments of our SEND pupils?	• The SENDCo currently liaises with parents/carers to discuss any emotional & social issues that children may be experiencing. She may also involve external agencies if she feels your child may benefit. • We run SEAL groups & Social Skills groups to improve children's social and emotional developments. • The Pastoral Support Worker and well-being mentor provide Lego Therapy as appropriate. • The SENDCo (and Mrs Bews) are Forest School trained, which we find is a very successful way of supporting children with SEMH issues; we offer a block of Therapeutic Forest School sessions for those children that we feel would benefit. • We have a Pastoral Support Worker who works on a 1:1 basis or within a small group to support children with

	emotional issues. • We have a Well-Being Mentor who volunteers for 2 days a week, and he works with children who may need emotional support. • Our school website contains our child protection, behaviour and anti-bullying policies and all other relevant policies are also available on the school's website. • Play Nurture. Please click on the link to our website: www.dinglewellinfants.org
How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?	• Regular intervention assessments & evaluations are completed by the SENDCo to ensure that the children receiving additional support and interventions are making at least expected progress. • 3 times a year pupil progress meetings are held with each class teacher and members of the Senior Leadership Team (SLT) to ensure the children are making at least expected progress. • We have a robust tracking programme (Insight) that we use to record, monitor and analyse assessment data for all in Reading, Writing and Maths. • My Plan reviews are held for all SEND pupils at least three times yearly, My Plan Plus reviews are every 6-8 weeks and if your child has an EHC Plan then an Annual Review will take place to review the needs of your child. • Information is shared with parents/carers at parent consultation evenings twice a year and through their child's annual report in the summer term. • Feedback is also offered by the SENDCo following My Plan reviews.
How do we arrange and support SEND pupils transfer to another school/educational establishment?	• If your child is moving to another school: we will contact the school SENDCo and ensure he/she knows about any special arrangements or support for your child. We will make sure that all records about your child are passed on as soon as possible. • At the start of the new school year: information will be passed on to the new class teacher in advance and a planning meeting will take place between the old and new teacher. • In Year 2: The vast majority of our children transfer to Dinglewell Junior School & we liaise closely with all Y3 class teachers, SENDCo & Pastoral Inclusion Manager to ensure the transition process is as smooth as possible. • Your child may benefit from a transition booklet & additional familiarisation visits to their new class and classroom towards the end of the summer term, in preparation for September. • The SENDCo at the Junior School is invited to any Y2 children's EHC Plan reviews during the Spring & Summer term at the Infant School to ensure information is shared as early as possible to give the Junior School time to plan for any particular needs. The SENDCo meets with the SENDCo at the Junior School in Septmber to start to discuss and plan

	for any Y2 children on the Graduated Pathway. From 2025, Junior school teachers will also attend Theraputic forest school to begin to build relationships with children.
Where can you find our SEND policy(s) and what is the role of the governors?	• The Governing Body has overall responsibility; however, the SEND Governor will ensure that the school makes the necessary provision for every pupil with SEND. The SEND Governor provides the link between the Governing Body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at Governing body meetings and give up-to-date information on SEND provision. • The SEND Governor will meet with the SENDCo for regular school updates. • Our school has a strong ethos of inclusion for all, which is reflected in our SEND Policy. Please refer to our website www.dinglewellinfants.org to review the policy.
What to do if you need advice, or need incidents clarified or you would like to make a complaint about the support the school provides? **Who can you contact for more information?**	• Your first point of contact will always be your child's class teacher, then the SENDCo and finally the Headteacher. • If you wish to discuss your concerns further after consultation with the Headteacher then we will arrange a meeting for you with our Chair of Governors chair@dinglewell-inf.gloucs.sch.uk • Alternatively, if you feel your concerns or complaint are unresolved after talking to these people, you will need to follow the school complaints procedure www.dinglewellinfants.org (click About Us balloon, Policies, Complaints Procedure). FLOWCHART The Local Authority (LA) will also offer support if necessary. Click on the following links to access : • Gloucestershire County Council - www.gloucestershire.gov.uk • Gloucestershire Local Authority Local Offer can be accessed by clicking the link below: http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page • **SENDIASS Gloucestershire** provides information, advice and support on matters relating to children and young people with Special Educational Needs and Disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. SENDIASS has a freephone telephone helpline **0800 158 3603** which is available Monday to Friday 9.00 am – 5.00 pm all year round.

	Callers who are using a mobile phone can dial **01452 427566 or 01452 427567** as an alternative. Or for further information: https://sendiassglos.org.uk/contact-us/