



CHESELBOURNE VILLAGE SCHOOL

SEND INFORMATION REPORT

SEPTEMBER 2026

The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2020:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school currently provides support for the following types of Special Educational Needs and disabilities:

- Dyslexia
- Literacy learning difficulties, such as Visual Perception difficulties
- Developmental delay
- Speech and Language difficulties
- Social and emotional difficulties
- Delay with fine and gross motor skills
- ASD (Autism Spectrum Disorder)
- ADHD / ADD (Attention deficit hyperactivity disorder / Attention deficit disorder)
- Variety of medical related conditions

- Anxiety and SEMH support

Information about the school's Policies for identification and assessment of pupils with SEND.

In the classroom, your child will receive learning that is appropriately levelled for them as part of the class teacher's planning. Children's learning is assessed throughout every lesson and learning will be adjusted to suit their personal needs. If the teacher feels that your child would benefit from extra support, they will discuss your child's needs with the SEND Leader, who may decide to provide them with some small group or individual intervention learning.

The school's SEND Policy details these procedures.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Using information passed on from an early years setting or previous school
- Continuous assessment during lessons by class teachers
- Fortnightly staff SEND meeting to discuss needs
- Termly liaison meetings between individual staff and the SEND Leader
- Termly tracking of children's progress by teachers and the SEND Leader
- Termly Progress checks between the SEND Leader and Intervention group leaders
- Reading and Spelling tests
- Informal progress tests
- Providing details on referrals made to outside agencies during assessments
- Parental feedback from Parent Discussions or additional contact

The SEND Leader will then consider if any additional intervention may be necessary.

If it is agreed that additional support would be beneficial, the additional support in place is recorded on our On Alert/SEN Monitoring class support plan and the details of this is shared with parents to inform them of the needs that have been identified and to discuss ways of addressing them. This may sometimes involve a referral to outside agencies such as the Speech and Language Therapy Service (SALT), the Special Educational Needs Specialist Service (SENSS) or the County Psychological Service, which will be discussed with parents to ensure their full agreement.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disabilities will have their needs met by the school.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs an Individual Learning Plan will be set up and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision is recorded on the school records and the child's parents / carers are informed that special educational provision is being made.

Evaluating the effectiveness of provision for pupils with SEND.

At the beginning of the Autumn term, the SEND Leader meets with each of the class teachers to discuss any children that teachers have identified as raising concerns with their learning and progress. A plan of action is agreed for each child.

Outcomes have included further focused differentiation and adaption in class learning or additional small group learning provided by the class teacher.

The school delivers a version of Super Sonic Phonic Friends (adapted to suit the needs of a mixed-age class school) across the school. This enables us to provide additional focused intervention with phonics and spelling as the learning that the children access is determined by stage, not age. Daily phonics or SPaG (spelling, punctuation and grammar for upper KS1 and KS2) teaching is delivered in small groups.

During the past year the SEND Leader made one referrals and one follow up review requests to the Speech and Language Therapy Service, and four needs assessment referrals to SENSS (Special Educational Needs Specialist Service) and two for Literacy diagnostic assessments. The SEND leader has made two referrals to the Community Paediatric Service to assess for ADHD or ASD. They also made a request for an Educational Psychologist visit for two children with ASD. The leader has also made requests from TADDS and Yewstock for outreach support for two pupils. The school and SEND leaders have also met with the Dorset SEND department for a PATH meeting to discuss re-writing an outdated EHC plan.

The school has a qualified Hamish and Milo specialist who can provide weekly social, emotional, mental health support sessions for children identified with additional emotional needs as and when required on a weekly basis for a block of 6-8 sessions which are then reviewed.

Children with in-school support (on our On Alert/SEN monitoring register) have details of support on **class planning**, with targets that are reviewed every term, and are up-dated, as appropriate.

Children (on the SEND register) have an **Individual Learning Plan**. These are for children who need more focused targets with smaller steps. They are reviewed every half term, with targets up-dated, as appropriate.

If we have any children with an EHC Plan they will have a Support Plan, with short-term targets drawn from their EHC Plan, along with 'next steps' from their Early Years curriculum or National Curriculum objectives. The EHC plans are reviewed annually with parents, school and specialist, but may be held whenever a need arises.

Children's progress is tracked and analysed at the end of each short (half) term with a 'check-in' progress check and a full progress check at the end of each long term (three times a year). Children are tracked against National Curriculum targets, and their own individual small steps on the schools SEND tracker.

Children with a SENSS programme are reviewed by SENSS every 6 months. For children with Literacy needs progress with Reading Accuracy, Reading Rate, Reading Comprehension and Spelling is assessed and Learning Programme targets are then up-dated.

As part of on-going regular assessment with Super Sonic Phonic Friends and Spelling Programmes, children are assessed and reviewed at the end of each half term to determine the appropriate level of learning for them.

Any children who have an Education, Health and Care Plan (EHCP) would have an Annual Review each year, based on the date of when the Final Plan was completed. This would follow the Person Centred Review format, as advised in the SEND Code of Practice.

There are currently three children in the school with an EHCP. We also have one child who has been identified as possibly needing a plan and are undergoing cycles of Plan, Do, Review support and awaiting a visit from the educational psychologist.

The school's approach to teaching pupils with SEND.

Children are given learning activities which are appropriate to their level and ability. These are built into the teacher's planning and will be based on the 'next steps' that they need to achieve. The teacher takes into account any learning needs highlighted by outside specialists

such as SENSS; any behaviour targets that need to be included and any learning environment factors that need to be considered. It is an important focus of Teaching and Learning across the school to make our classrooms easy to learn in, for ALL children. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them. For example, our whole school ethos on creating simple, non-distracting classrooms, with reduced clutter and neutral colour backgrounds to enable all learners to access displays such as working walls more effectively.

How the school adapts the curriculum and learning environment for pupils with SEND?

Any child who presents a need will be able to access assessment and support if it is required. It is the class teacher's responsibility to provide learning activities at different levels appropriate for all children in the class and to use available adults to support groups during writing, reading and maths activities. It is also important that children learn to be as independent as possible from supporting adults. Teachers and other adults supporting children in interventions also try to be aware of ensuring children don't miss the same curriculum time each week and become isolated from whole class learning. We are also keen to ensure that children who require 1:1 support to learn and refine a specific skill or skill set are also then supported to transfer using that skill in a classroom setting also.

Each class team, and whole staff team, is always aware of individual children with any additional needs, including emotional and social issues and any support for a specific need, or differentiation, is recorded on planning which is available to all adults supporting.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child will have the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs. Any medical requirements will be taken into account (such as use of inhalers), with an adult responsible for administering these as required. Any needs or requirements can be discussed with the trip leader in advance and the appropriate plans put in place.

We are able to offer the following types of support for children with SEND:

Quality-first teaching

Whole school use of Zones of Regulation

Appropriate and targeted differentiation and adaptations, according to individual need:

- Daily/Weekly extra Individual reading with Teaching Assistant/Teacher/ Reading Volunteer
- Phonic Support Programme – children accessing at the appropriate level

- Individualised spellings
- Additional Phonics
- Daily Precision Teaching
- Learn to Move, Move to Learn Occupational Therapy Programme
- Small group fine motor activities
- Small group handwriting activities
- Small group Maths booster
- Games groups for behavioural and social skills
- Referral to the Special Educational Needs Specialist Service (SENSS) / SENSS Learning Programmes delivered by the SEND Teaching Assistant.
- Referral to the Speech and Language Service / Speech & Language programme from SALT delivered by an experienced Teaching Assistant
- Referral to the Occupational therapist and physiotherapist to create programmes specific to the individual
- Language and Communication Support (through Thomas Hardye School Outreach)
- Emotional Literacy Support through a trained Hamish and Milo specialist
- School Nursing Service
- Garden Giggles for emotional support
- Block Therapy using Lego and a trained TA
- 1st Class @ number
- 2nd Class @ number
- ICanProblemSolve small group activities to develop an understanding of social situations, alongside whole school usage 3 times a week
- Dorset reading partners - emotional support
- Referrals to TADSS for outreach support for specific learning needs

How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child has the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs.

Any medical requirements are taken into account, such as use of inhalers, with an adult responsible for administering these.

Any needs or requirements are discussed with the trip leader in advance, and the appropriate plans are put in place.

More detailed arrangements are outlined in the school's Accessibility Plan and the policy for 'Supporting Pupils with Medical Conditions and managing medicines'.

Cheselbourne Village School plans, over time, to increase the accessibility of all provision for all pupils, visitors and staff to the school.

The Accessibility Plan has highlighted actions to:

- To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.
- All out of school activities are planned to ensure the participation of the whole range of pupils.
- To ensure classrooms are optimally organised to promote the participation and independence of all pupils.
- Training for Governors in terms of SEND and Raising Awareness of Disability Issues.

Support that is available for improving the social emotional and mental health of pupils with special educational needs.

Name and contact of Senior Mental Health Lead: Mrs Emma Collett

Contact: emmacollett@cheselbourne.dorset.sch.uk

It is our aim at Cheselbourne Village School that all children should feel safe, secure and nurtured. Our Personal, Social and Health Education programme is delivered weekly in class and includes a whole school PSHE themed assembly to start, and set a consistent theme for the week. This provides the children with the opportunity to consider and discuss issues surrounding topics following the Jigsaw scheme. This work is in line with the updated RSE curriculum. All Cheselbourne staff also implement the use of Zones of Regulation to help raise awareness of emotional needs and how to address them.

In addition, staff constantly monitor the well being of all children so that they can be aware of any individuals who may need further social and emotional support. During the past year, we have provided Nurture support in individual and small groups which has focused on raising self-esteem and confidence and providing an opportunity to share anxieties. We have also accessed training for how to best support children as a result of the COVID-19 pandemic and school closure from March 2020-September 2020.

The school has a qualified **Hamish and Milo** facilitator. Hamish and Milo is an intervention that helps to support children with a variety of needs, such as improving social interaction skills, bereavement, raising self-esteem and confidence or providing an opportunity to share anxieties.

Ten children have accessed this intervention during the year.

Entry and Exit questions were completed to measure the effectiveness of the support.

Children who accessed this had a more supported and smooth transition into middle school.

Following bereavement and critical illness, the school is able to support children with this through Emotional Support Programmes and through engaging with the services of Mosaic (child bereavement charity). Two children have accessed this intervention during the year.

The school has regular visits from a member of the School Nursing Service. The headteacher or the SENCO can make a referral to the Service and arrange for parents to meet with the School Nurse.

The school can also make a referral to the Child and Adolescent Mental Health Services (CAMHS) after discussion with, and the agreement of parents. No children have accessed this intervention during the year.

Name and contact details of SEND Leader: Mrs Emma Collett

Contact: sendco@cheselbourne.dorset.sch.uk

Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.

An audit of staff expertise in SEND is undertaken annually.

Relevant training and Professional Development are provided according to current needs in the school for all staff and governors.

Knowledge and expertise is often up-dated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching. (All training is kept on individual staff records.)

Members of our Intervention teaching staff have also attended courses and learning programmes to up-date and develop their knowledge.

Mrs Amy Townsend has completed training in delivering Hamish and Milo, Block therapy, Attention Bucket, Sound Gym, precision teaching, the Learn to Move, Move to Learn programme and is experienced in delivering this intervention. She is also trained in 1st and 2nd class @ number and has had individual SALT training for specific pupils.

Mrs Caroline Hughes has completed training in delivering Hamish and Milo and has had individual SALT training for specific pupils.

Miss Lucy Covell is trained in using Welcomm, attention bucket and has had individual SALT training for specific pupils.

Mrs Sam Wallis is trained in Precision Teaching and Move to Learn program.

All staff received training on supporting children with ASD and Mrs Townsend continued this through the Early Bird programme delivered through Westfield School in association with the National Autistic Society.

All staff have received I Can Problem Solving Training.

Specialist expertise is engaged from external services, as required:

This may include:

- the Educational Psychological Service
- Special Educational Needs Specialist Service (SENSS)
- Children's Therapy – Occupational Therapy and Physiotherapy
- Dorset Speech and Language Therapy Service,
- Outreach support from Thomas Hardy School on Communication skills, Westfield, Yewstock and DLC Schools for specific learning needs.
- the Dorset Virtual School
- Child and Adolescent Mental Health Services
- Outreach support from TADSS and Yewstock school

This year, referrals have been made to the TADSS, Occupational therapy, Speech and Language Therapy Service and SENSS.

Children transferring to Middle School or a different setting also have the option for an enhanced transition programme.

Staff have accessed training in:

- SEND Update Training
- ASD Support
- Dorset Steps

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school consults with the Physiotherapy and Occupational Therapy Services regarding any equipment that may be needed to support children with their physical and learning needs.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The school holds Parent Meetings three times a year in the middle of the Autumn and Spring terms and an optional one in the Summer term following written end of year reports being sent home. During these, parents can discuss their child's progress and any concerns and future learning needs. Class teachers produce an Individual Learning Plan which details any extra provision that has been put in place for your child, and there is an opportunity to discuss this as part of the parent meeting or at an additional meeting if more time is required.

Teachers are also always happy to arrange a mutually convenient time to discuss any concerns that you might have about your child's progress throughout the year.

An appointment can be made by contacting the Office by e-mail (office@cheselbourne.dorset.sch.uk) or phone (01258 837306).

The SEND Leader also meets parents regularly and can arrange extra appointments, as necessary.

Parents can also use email to contact teachers or the headteacher if there are any concerns and the school aims to address any matters swiftly.

Newsletters are sent out weekly and there is an annual questionnaire sent to parents to get feedback.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

If we have any children with an EHC Plan we will take part in their annual Person Centred Review. With the support of a 1:1 TA or teacher, they complete a Child Contribution questionnaire which will be discussed in the Review and submitted with the paperwork.

It is planned for this year that, as part of the school's monitoring arrangements, the SEND Leader will visit children during their intervention sessions. As a follow-up to this, the SEND Leader will talk to pupils about their learning and discuss their views on the support that they are receiving and any further input that they think might help them.

In the Summer term, as part of a review of present provision, the SEND Leader will work with selected children to complete a more formal Children's Learning questionnaire.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Informal Complaints

The school takes any concerns or informal complaints very seriously. The school will endeavour to resolve issues informally wherever possible to prevent matters escalating to the formal procedure. If you would like to raise concerns, please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues.

It is recommended that you speak to the class teacher as soon as possible, as this will give all parties the opportunity to discuss your concerns.

The purpose of this discussion should be to establish the issues and to seek a realistic resolution, if possible.

Formal Complaints Procedure - overview

If it is not possible to resolve the complaint informally, the complainant should be advised to make a formal complaint.

There are three stages to this procedure:

Stage 1 – Complaint heard by the Head teacher

Stage 2 – Complaint heard by Chair of Governors

Stage 3 – Complaint heard by Governing Body Review Panel

How to make a complaint:

Formal complaints should be made in the first instance to Mr Chris Perry, Headteacher and School Complaints Co-ordinator.

A complaint can be made in person, in writing or by telephone, and you will be asked to complete a complaints form. The Complaints Co-ordinator will record the date the complaint is received and will acknowledge in writing (letter or e-mail) receipt of the complaint within three school working days.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body assumes the duty of monitoring the effectiveness of SEND provision within the school, in consultation with the SEND Leader and the Headteacher.

They also assist in the effective allocation of funds and ensure that SEND provision gives value for money.

The SEND Link Governor for Cheselbourne Village School is Mrs Rachel Bywater (rachelbywater-gov@cheselbourne.dorset.sch.uk)

Since the reorganisation of children's services at Dorset Council, from September 2020 the school is able to request support, expertise and advice from the **Special Educational Needs Specialist Service (SENSS)** including from January 2020 support from designated Educational Psychologist. Two children were assessed by the Service; for a Diagnostic Literacy assessment. Both were provided with Learning Programmes to be delivered by experienced staff in school. Zero pupils have been assessed by the SENSS for an EHC needs assessment. Two plans have been confirmed and are in place. There are no assessments currently outstanding.

The following is a list of contact details of support services available for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Speech and Language Therapy Service:

The Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254743

Occupational Therapy Service:

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

Physiotherapy Service:

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

School Nurse: contact the School Office

Child and Adolescent Mental Health Services (CAMHS):

Dorchester Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 255705

Early Intervention Service:

30 Maiden Castle Road,

DORCHESTER,

DT1 2ER

Bridport and Dorchester: 01305 214500

Weymouth and Portland: 01305 21400

Educational Psychology Service:

It is important to talk to the Special Educational Needs Coordinator (SENCo) of your school about your concerns. Schools and settings have the expertise to meet the needs of the majority of children and young people. If your child's needs are complex, the school's SENCo can discuss with you the possibility of involving an Educational Psychologist.

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS Monkton Park,

Winterborne Monkton,

DORCHESTER<

Dorset,

DT2 9PS

e-mail: sendiass@dorsetcc.gov.uk

Tel: 07748 624609

Family Information Outreach Team

e-mail: familyinfo@dorsetcc.gov.uk

Tel: 01305 221066

Global Mediation- Special Educational Needs

Website:

<http://www.globalmediation.co.uk/our-services/education/special-education-needs>

e-mail: sen@globalmediation.co.uk

Tel: 0800 064 4488

The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.

If your child moves to another setting, we liaise with their new setting verbally and inform them about your child's needs and provision.

We make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new phase/school within their current school system (eg. from First to Middle school), the class teacher and the SEND Leader meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the new setting liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer.

Information on where the local authority's local offer is published.

The school's Local Offer is published on the school website: www.cheselbourne.dorset.sch.uk and on the **Family Information Directory**.