



Dunchurch Boughton Infant CofE Academy and Nursery SEND Information Report



This is Dunchurch Boughton Infant CofE Academy and Nursery's SEND information report. This report has all the information that you will need to participate fully in the education of your child and should be read together with our SEND policy.

[Policies | Dunchurch Boughton CofE Infant Academy and Nursery \(covmat.org\)](https://covmat.org)

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Our Vision



We are a fully inclusive, mainstream academy, that belongs to the Diocese of Coventry Multi Academy Trust. The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

Together, pursuing ‘life in all its fullness’ (based on John 10, 10)

Our Academy Vision:

‘Roots to grow. Wings to fly.’

What are the different kinds of SEND the academy caters for ?



The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Who are our SEND staff at the academy ?



Academy SENCo: Hannah Owen



AGC Member responsible for SEND: Sarah Armstrong

At Dunchurch Boughton Infant CofE Academy and Nursery, all of our staff are teachers of SEND and as a result all receive training on supporting pupils with SEND

What is the Local Offer ?



Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with special educational needs and disabilities (SEND). This is the 'Local Offer' and is available through:

<https://www.warwickshire.gov.uk/sendlocaloffer>

If I am concerned about my child, what should I do?



Please refer to the class teacher in the first instance.

If you need further support having spoken with the class teacher, please then contact the office to arrange an appointment with Hannah Owen.

Children are sometimes identified as having SEND before they start at Dunchurch Boughton Infant CofE Academy and Nursery. We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are currently effective in supporting them and whether there are any agencies involved. The SENDCo is available at transition events for parents to ask questions and share concerns. If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. We request that records are passed to us from Early years settings before a child starts in Reception. Sharing information fully with Early Years Settings and at transition meetings to raise any questions you have at this early stage helps to ensure effective support can be provided as early as possible.

Who should I talk to if I need to know anything about my child's SEND?



At Dunchurch Boughton Infant CofE Academy and Nursery, parents who have concerns about their child's special educational needs can make an appointment for a meeting via the school office. We welcome telephone calls to arrange appointments to meet with Hannah Owen, where any concerns that you may have in relation to your child can be discussed fully.

If the academy are concerned about my child, what will they do?



As children begin school with us, assessments are carried out. Staff check the progress of the children carefully. At pupil progress meetings with the Head Teacher/SENDCo, children who are not making good progress will be highlighted by staff, and strategies and intervention can then be discussed. It is at this point that staff start to create a portfolio of evidence to show the impact of interventions that have taken place and whether additional support is needed.

As children move through the school, this tracking of progress continues, and teachers discuss any children for whom they have concerns with the SENDCo. When staff have tried class based interventions, the SENDCo will then carry out an observation of the child and will discuss further strategies or interventions. This is part of our Graduated response.



The SENDCo will also liaise with previous schools, where children transfer to Dunchurch Boughton Infant CofE Academy and Nursery during their primary education and additional needs have been identified.

Advice from outside agencies may be sought, only after a period of intervention has been unsuccessful in allowing the child to bridge any gaps in their learning and get back on track with their learning targets. At this point further assessments can be carried out.

How do you know if my child is making progress?



Progress is tracked and discussed with the Head Teacher and SENDCo at termly pupil progress meetings. Interventions are monitored by the SENDCo, and assessment is carried out prior to, and following, the intervention in order to measure progress. The SENDCo tracks the progress of children with SEND more closely and uses information about this progress to map provision across the school. From the 2026–2027 academic year, we will also use the Birmingham Toolkit to assess and monitor the progress of pupils working significantly below age-related expectations, enabling us to identify small steps of progress and ensure that support remains well matched to individual need. Parents are informed of their child's progress twice a year at Parents' Evenings (Autumn and Spring terms) and at the end of the academic year (Summer term) within their child's end-of-year school report.

How will my child's voice be heard ?



Listening to what your child has to say is key to their own development and progress, and to our understanding of how we can best offer support. We involve your child in creating their own power pack of things that they find helps them and things they do not like. We also collect pupil voice regularly to inform next steps, and children can express their views as part of reviews of Individual Education Plans (IEPs) and EHCPs.

Which services does the academy use to support children with SEND ?



School arranges access to a range of services on a contractual/referral basis.

These include:

- Specialist Teaching Service (STS)
- Educational Psychologists (EPS)
- Education Engagement Advocates (EEA)
- Pre School SEND Team (IDS)
- Health visitors/school nurses/Compass
- Occupational Therapists (OT)
- Speech and Language Therapy (SALT)
- RISE/Child and Adult Mental Health Services (CAMHS)
- Neurodevelopmental Services
- Paediatricians
- Physiotherapists
- Social Workers
- Guy's gift
- Education Engagement Advocates
- Mental Health School's Team
- Any other external professionals linked to a specific child

How will you support my child when they move to another year group ?



- Pupils visit their new teacher during transition day, which is a whole school event.
- 'Meet the teacher' documents are shared with all pupils to support relationship building with their new teachers.
- For those pupils who need it, enhanced provision happens where the child visits their new classroom and teacher regularly in the second part of the summer term.
- For pupils who are new to school, a SEND information leaflet is included in new starter packs
- As part of the SEND newsletters, hints and tips for parents/ carers to support their children with transition are included in a spotlight section.
- For pupils moving to year 3, additional visits to the Junior School are arranged weekly for an enhanced transition. The SENDCo meets with the Junior School SENDCo for a thorough handover. For children with an EHCP, a meeting will be arranged with parents/ carers and the SENDCo to discuss how to best support that individual child with transition.
- Transition booklets are produced for children to have over the summer holiday for use at home. These include photos of the new classroom, toilets and key information about their new year group. These are written in the style of a social story.
- Staff meet to share what works with your child and to support class handover.

How will teaching be adapted for my child?



- Through Quality First Teaching, we ensure that the needs of children with SEND are met.
- We provide a graduated response to meeting children's needs
- Any interventions your child receives will be evaluated for impact.
- A whole-school provision map ensures that resources and strategies are targeted well to meet pupils' needs to maximise progress.
- As part of children's IEP's, children are set learning targets and these are reviewed. These targets are shared with parents at termly reviews.



What resources are available?

It is the responsibility of the class teacher to set work and develop resources that are well matched to the needs of the children in their class. Wherever possible, children will be supported in the classroom, using a range of interventions. When a child is supported by an outside agency, resources will be provided following their recommendations about how best to meet specific needs.

In some cases, children receive an intervention which is specific to the child and this may take place outside the classroom.

What is the pastoral, medical and social support available in the school to ensure my child's well-being?



- Our school is values driven and underpinned by our Christian faith.
- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely using the Jigsaw scheme of learning.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and so they should be your first port of call. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.
- We have trained mental health first aiders in school who are able to provide mental health support if needed. Hannah Owen, the school SENDCo, is a trained mental health first aider.
- We work alongside the Mental Health School Team.

What support is there for me as a parent?

- Staff value observations from the parents of the children in their care. Class teachers are available to discuss any concerns informally at the end of each school day. Parents/carers are offered the opportunity to discuss their child's progress with class teachers twice a year at parent consultations and SEND meetings with parents take place termly.
- A mid year report is sent home and also a final end of year report.
- SEND newsletters are produced every half term by the SENDCo which include a spotlight section focusing on different areas
- SEND coffee drop in sessions take place every term, where external agencies are invited in as guest speakers.

What training is available to staff supporting SEND?



- All staff have safeguarding training.
- Our school SENDCo is qualified and is experienced in this field. She has completed her NPQSENCO qualification.
- All our teachers hold Qualified Teacher status, and they receive training across each academic year. We keep a record of ongoing training.
- Some of our staff are trained in specific interventions.
- All staff have received 'protective behaviours' training.
- All staff receive regular training on how best to support children with SEND. This training takes place within staff meetings and on Teacher Training Days.

What extra curricular activities will be available for my child?



Our Equal Opportunities policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be met to meet any additional needs. If appropriate, parents/carers will be consulted and involved in planning.

How does the academy support children who have SEND and are Looked after?



- Through developing strong relationships with that child and their family members to best support them
- Identifying and acting on any concerns raised by members of staff and/ or parent and guardians
- Working with the necessary agencies to target support specific to that child's need
- Ensuring that the child has access to quality first teaching and interventions if required
- Ensuring that any resources or equipment that a child needs is accessible
- Supporting with admission/ access arrangements if required
- Ensuring that staff are regularly trained to support children who have SEND
- Through termly reviews that identify strengths, targets and provision

How are complaints dealt with?



Concerns from pupils or parents about SEND provision in our academy should be made to the SENCo or the Headteacher in the first instance. Contact details are available on the contacts page of our website here: [Contact Us | Dunchurch Boughton CofE Infant Academy and Nursery](#)

Our Complaints policy is available on the Policies page of the Academy and Trust websites here: [Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust \(covmat.org\)](#)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions;
- Provision of education and associated services;
- Making reasonable adjustments, including the provision of auxiliary aids and services.