



Wrestlingworth Infant
and Dunton Junior
C of E Schools Federation

Dunton C of E Junior School

Special Educational Needs (SEN)
Information Report

Reviewed by:
Maria Poultney
Lauren Hill

Date:
December 2025

Review Cycle:
Annual

Next Review:
December 2026

This report complies with the SEND Regulations 2014 and SEND Code of Practice 2015, aligned with the Central Bedfordshire Local Offer

Our school's approach to supporting pupils with SEND

"From the smallest seeds grow the biggest trees"

OUR CHRISTIAN VISION

"The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches."

Matthew 13:31-32, International Children's Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

The schools follow statutory guidance published as the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

1. Nurturing the Mustard Seed

At our Federation, our approach to SEND is rooted in the Parable of the Mustard Seed (Matthew 13:31-32). We believe every child is a seed with the potential to grow, thrive, and flourish. Our role is to provide the rich soil and the careful tending required for every child to become a strong tree where others can find shade. Our monthly values ([appendix 1](#)) guide our interactions and decisions. We encourage our children to embody these values, fostering a community where everyone is respected and supported.

2. Identifying Need: The Four Areas of Growth

We follow the [Central Bedfordshire Graduated Approach](#) to identify and support needs across four broad areas:

Area of Need	Examples of support
Cognition & Learning Some children may learn at a slower pace than others or have specific difficulties with aspects of learning such as reading, writing, spelling or mathematics. This may include specific learning difficulties such as dyslexia or dyspraxia.	High-quality teaching adapted to meet different learning needs, Small-group or individual support to reinforce learning, Practical, hands-on learning opportunities, Use of scaffolding,

<p>Children may need additional time, practice or different approaches to help them understand and remember new information and develop confidence as learners.</p>	<p>visual aids and overlearning, Rapid Phonics, Rapid Reading, Literacy Gold, Ed Shed small group, Precision teaching, Write from the Start, clear learning behaviours recognised by Dojo points,</p>
<p>Communication & Interaction Some children may have difficulties with communication and interaction. This can include challenges with speaking, understanding what is being said to them, or using language appropriately in different situations. Children may also find it harder to make friends, take turns in conversations, or understand body language and facial expressions. This area of need also includes children with Autism Spectrum Disorder (ASD), including Autism. These children may experience differences in how they communicate and interact with others, and may prefer routines or find changes and sensory experiences challenging.</p>	<p>Eklan-trained staff support, visual timetables, referral to Speech and Language Therapist where appropriate, Use of symbols and gesture, Hamish and Milo social programmes, Talkabout groups, Lego Therapy, use of the SLCN (speech , language and communication needs) toolkit, fidget tools, reflection times in the school day,</p>
<p>Social, Emotional & Mental Health Some children may experience difficulties with managing their emotions, building relationships, or coping with everyday school life. This may include anxiety, low self-esteem, difficulty regulating emotions, or behaviours that can affect learning. At our schools, we recognise the importance of supporting children’s emotional wellbeing so they feel safe, valued and ready to learn.</p>	<p>A nurturing, inclusive school ethos rooted in values supported by reflective times and Seeds of Hope certificates Clear expectations, routines and positive behaviour support, Emotional check-ins and opportunities to talk with trusted adults Small-group or individual pastoral support Support from external agencies when appropriate Hamish and Milo social programmes, Colour Monster referencing, Lego Therapy break out spaces, fidget tools</p>
<p>Sensory & Physical Some children may have sensory or physical needs that affect how they access learning or move around the school. This may include hearing or visual impairments, physical disabilities, or sensory processing difficulties. Children may need reasonable adjustments to the environment or additional support to help them take part fully in school life</p>	<p>Sensory Circuits, Adaptations to the classroom and school environment Use of specialist equipment or resources where required Flexible approaches to teaching and learning Support from adults to enable independence and inclusion Liaison with specialist services such as Occupational Therapy or Physiotherapy, where appropriate</p>

3. The Graduated Response: Our tending process

The SEND Code of Practice (2015) outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. Once a pupil with SEND has been identified, the school will employ a graduated response to meet the pupil’s needs using an Assess, Plan, Do, Review (APDR) cycle to ensure support remains effective.

Universal Support - Ordinarily Available Provision: The rich soil for all. High-quality inclusive teaching where lessons are adapted for every learner.

Targeted Support - SEND Support: Extra watering for those who need it. This includes Learning Support Records (LSR) or SEND Support Plans with specific interventions such as Rapid Reading. Some children have a private diagnosis, for example for dyslexia or ADHD, arranged by their parents. These diagnoses help the school understand the child's needs and inform strategies and resources used in class. We provide support based on the child's needs, which may include differentiated teaching, classroom strategies, targeted group work, or access to specialist programs. Our focus is on ensuring all children can achieve their best while building confidence and independence. The SEND Support Plan is reviewed termly in discussion with pupils (where appropriate) and parents / carers.

Specialist Support - Education, Health and Care Plan EHCP : Specialist care for complex needs, working with the Local Authority and outside agencies like Ivel Valley or Jigsaw. An EHCP identifies a child's specific needs and sets out outcomes the school will work towards. While an EHCP helps the school plan the right support, it does not automatically mean the child will have 1:1 support, only where specifically written into the plan. Support is carefully planned to meet the child's needs and may include small group work, in-class support, targeted interventions, or specialist resources. Our approach ensures children receive the help they need while developing independence and resilience. The EHC Plan is reviewed at least annually (or at least 6 monthly for pupils who have not yet turned 5 years old). The schools' own EHC Target and Review document is used to track progress on a termly basis.

4. Accessibility and Environment

We are committed to making our schools a safe nest for everyone.

Dunton Church of England Junior School

Accessibility and Environment: As our 'mustard seeds' grow into larger plants at the Junior school, we ensure our environment adapts to their increasing independence. We have made reasonable adjustments to the building to ensure that children with sensory and physical needs can navigate the school confidently. This includes accessible toilet facilities / lift in the UKS block. We also provide break-out spaces for children who require a quieter environment for focused work or emotional regulation.

We carry out individual risk assessments where applicable, e.g. school trips to ensure that every child, regardless of their need, is included in the full life of the school.

5. Transition for children with SEND: Planting in New Ground

- **Starting School:** Careful liaison with previous settings and the Early Years Advisory Service.(Wrestlingworth Infant School)
- **Transition to Year 3:** Move up days may include key staff, additional visit to Dunton Junior School planned, videos / photo books of the new environment
- **Changing Classes:** Extra visits to new classrooms and "photo books" of new staff.
- **Moving to Secondary:** Our SENDCo and class teacher work closely with secondary schools to ensure a smooth replanting into Key Stage 3 with tailored support based around the child's needs

6. Measuring Success: How we know they are flourishing

We measure the impact of our provision through:

- **Small Steps:** Progress against individual SEND Support Plan / EHC Plan targets and outcomes.
- **Evaluative Learning Walks:** Observing Values in Action and inclusive practice in every classroom.
- **Pupil Progress Meetings:** termly meetings with teachers that include the Head Teacher and the SENDCo
- **Governance:** Termly monitoring by our SEND Governor, **Lauren Hill**.
- **Parent/Pupil Voice:** Regular touching base with both parents and pupils.

Please see Appendix 2 – for our SEND Graduated Response Flowchart which explains our process visually

7. Key Contacts

SENDCo: Maria Poultney (NASENCo): send@duntonwrestlingworth.co.uk

SEND Administrator: Karis Gabbitas: send@duntonwrestlingworth.co.uk

SEND governor: Lauren Hill (NASENCo)

Executive Headteacher: David Bower

CBC SENDIASS: SENDIASS@centralbedfordshire.gov.uk 0300300808

SNAP parent carer forum: <http://www.snappcf.org.uk/>

Local Offer : For further information on the Local Offer and services that are offered across the local authority, please follow the link [Central Bedfordshire Local Offer](#) 0300 300 8304

[Graduated Approach: a guide for parents and carers can be found here](#)

Handling Complaints

If parents / carers believe that their child has a special educational need that has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. Most concerns will be resolved in this way.

If parents / carers are dissatisfied with the outcome of sharing their concerns with their child's class teacher, they should raise their concerns with the schools' SENDCo and / or the Headteacher.

If parents / carers still feel dissatisfied, they may choose to raise their concerns with the school's governing board. In the event of a formal complaint, parents / carers should follow the procedures set out in the school's Complaints Policy.

Conclusion:

In line with our Christian Vision, we are dedicated to creating an inclusive environment where every child can grow, thrive, and become the best version of themselves.

Together, we will nurture the seeds of potential within each child, helping them to flourish in all aspects of their lives.

Appendix 1: Values in Action:

September: Positivity

- *Psalm 100:1; Philippians 4:8*

Shout for joy to the Lord, all the earth. Finally, brothers and sisters, whatever is true, noble, right, pure, lovely, admirable – think about such things.

October: Integrity

- *Proverbs 10:9; Titus 2:7-8*

Whoever walks in integrity walks securely. In everything set an example by doing what is good.

November: Peace

- *Matthew 5:9; John 14:27*

Blessed are the peacemakers, for they will be called children of God.

December: Love

- *Colossians 3:12; Matthew 7:12*

Clothe yourselves with compassion, kindness, humility, gentleness, and patience. Treat others as you want them to treat you.

January: Thankfulness

- *Luke 22:19; 1 Chronicles 29:12*

Jesus broke bread and gave thanks.

February: Trust

- *John 14:1; 1 Corinthians 13:6-7*

Do not let your hearts be troubled. Love does not delight in evil but rejoices in the truth.

March: Forgiveness

- *John 1:9; Mark 11:25*

But if we confess our sins to God, He can always be trusted to forgive us.

April: Perseverance

- *Hebrews 12:1; Deuteronomy 13:6*

Let us run with perseverance the race marked out for us.

May: Truthfulness

- *James 3:17; Ephesians 4:15*

The wisdom that comes from heaven is first of all pure; then peace-loving, considerate, submissive, full of mercy and good fruit, impartial and sincere. Speaking the truth in love.

June: Respect

- *Mark 10:14; 1 Peter 2:17*

Let the children come to me. Show proper respect to everyone.

July: Courage

- *Deuteronomy 31:6; 2 Timothy 1:7*

Be strong and courageous. For the Spirit God gave us does not make us timid.

Appendix 2: SEND Graduated Response Flowchart



SEND Graduated Response Flowchart



Step 1: Initial Concerns

Teacher /parent /carer /pupil expresses concerns around pupil's progress.

Teacher /parent /carer /pupil meet to for initial discussion. Actions agreed which are made available through Quality First Teaching / Ordinarily Available Provision

Teacher put QFT / OAP strategies into place and records on the **Learning Support Record (LSR)** using CBC Graduated Approach. Continue for a minimum of 6 weeks

Review: Has the pupil made expected progress through QFT / OAP strategies?

YES

Carry on with QFT strategies

NO

Step 2: Intervention

Complete CBC One page Profile and begin Assess, Plan, Do, Review (APDR) process

As expected progress hasn't been made, a further meeting is held (SENDCo to be informed/ attend) to discuss more targeted support. A SEND Support Plan is created with specific intervention to target identified areas and increase

Review: Has the pupil made expected progress through intervention?

YES

Carry on with Intervention in place. On-going review to identify when intervention can cease

NO

Step 3: Targeted Support

Complete targeted assessment to identify any specific barriers to learning. Seek external advice if this is needed eg Educational Psychologist, Speech and Language Therapist. Incorporate advice into SEND Support Plan regarding needs identified and provision to be made available. ADPR cycle to be reviewed between 6 and 12 weeks (held at half terms)

Review: Has the pupil made expected progress through targeted support?

YES

Carry on with targeted support. On-going review to identify when targeted support can reduce

NO

Step 4: Complex Support

If expected progress still isn't be made, consideration will be given to **request a statutory EHC needs assessments**. This is a 20 week process from request being made. If an EHC Plan is issued, consideration will be given to the provision which will be most suited to the needs of the pupil.

All reviews to include parent/pupil/school and external professionals as appropriate.

