

Support for Children with SEND at Dursley C of E Primary Academy

At **Dursley C of E Primary Academy**, every child matters. We want your child to feel **happy, safe, and supported** every day. Dursley C of E Primary Academy is inclusive school and we welcome all children.

When a child has an identified special need or disability we work to meet those needs so that your child can shine brightly.

If your child has **Special Educational Needs or a Disability (SEND)**, we'll work closely with you to make sure they get the help they need to thrive.

What is SEND?

'Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example they struggle to make friends
- reading and writing, for example because they have dyslexia
- ability to understand things
- concentration levels, for example because they have attention deficit hyperactivity disorder (ADHD)
- physical ability'

Children with special educational needs and disabilities (SEND) - GOV.UK 2025

✓ How We Support Your Child

We follow the **Gloucestershire Graduated Pathway**, which gives every child with additional needs a clear plan. This plan helps everyone—teachers, parents, and your child—understand what support is in place.

Your child's plan might be:

- ✓ **MyPlan**
- ✓ **MyPlan+**
- ✓ **Education, Health and Care Plan (EHCP)**

We also work with outside professionals when needed and follow their advice to give your child the best possible support. These include:

- ATS-Advisory Teaching Service (local Authority support)
 - Educational Psychologist (local Authority Support)
 - Speech and Language (NHS support)
 - School Nurse support (NHS support)
 - Occupational Therapists (NHS support)
 - Play therapists (privately funded, PP or Grant funded).
 - Drama therapist (privately funded, PP or Grant funded)
 - Dyslexia reports (privately funded)
 - ADHD and ASC reports with recommendations (NHS/Right to Choose/ Privately funded).
 - Young Minds Matter (Local Authority support)
 - Talk Well/ Tic+ (Local Authority support)
 - Family Support Workers (Local Authority Support)
 - Social Workers (Local Authority Support)
 - Nelson Trust (charity referral)
 - Winstons Wish (charity referral)
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Here's what you'll find below:

- EAL support
 - Glos Families support/ Early help support and resources
 - Levels of intervention and how this supports the graduated pathway
 - Transition support
 - SEND process (flowchart).
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EAL Support

Children who speak English as an additional language are **not** classed as having SEND unless there are other needs. We follow government guidance for these children. You can find it here: **[English proficiency of pupils with English as an additional language](#)**

Steps for support with EAL:

We support children in developing the English language skills they need for learning. Teachers and teaching assistants guide them how to supporting the children's vocabulary and grammar acquisition with the support of the Bell Foundation guidance: **[The Bell Foundation - Changing lives and overcoming exclusion through language education](#)**

Activities include flashcard games, grammar activities, sentence writing and comprehension work. Parents can support their children by reading with them in their first language.

Children are assessed throughout the year against the Bell foundation 'bands' to show progress and to reflect areas where further support may be needed.

✓ Why this matters: We're here to work with you every step of the way. Together, we can make sure your child feels confident and supported in their learning journey.

If you feel that your child has a Special Educational Need or Disability, please read the documents below and speak to our Special Educational Needs Co-ordinator Mrs Zofia Woods, who can be contacted via email on senco@dursley.dgat.org.uk

The GlosFamilies website is also an excellent resource and place to search for local support and guidance independently – it can be found here: **[Glofamilies Directory](#)**

Early Help

What is early help?

Early Help is all about stepping in early to make a difference.

It means giving children, young people, and their families the right support **as soon as challenges start to appear—or even before they do**. By acting early, we can prevent small issues from becoming big problems.

Early Help isn't just for one stage of life—it's there **from the very beginning**:

- **Before birth and during pregnancy**
- **Throughout childhood**
- **Into adolescence**

The goal? **To give every child the best possible start and every family the support they need, when they need it most.**

How can early help be implemented in school?

Implementing **Early Help in schools** involves creating a structured, proactive system that identifies needs early and provides timely support. Here at Dursley we offer the following:

- Staff follow the **identification of need** process (see flow chart).
- **Regular monitoring**- including attendance, behaviour, wellbeing checks etc and raise concerns where appropriate.
- Initial conversations with parents and carers to understand the wider needs of the family and form an action plan where needed.
- **Multi agency collaboration**: including working with Early help coordinators during TAC and TAF meetings, working alongside Family Support workers and Social workers. Also working alongside agencies that support the wider needs of the family: school nursing team, therapists, ATS, Educational psychologists etc.
- **Providing in school support**: we are a trail blazer school and are able to offer links with Young Minds Matter and Talk well therapists in school. There are also independent therapists that work within school (play therapists and a drama therapist) that are privately funded. We have two school ELSA's in each key stage that offer SEMH support to pupils on their caseload.

Please see the table below for various areas of Early help and resources of support:

Needs of the family	Provision/ resources to support
SEMH (Social, Emotional and Mental Health needs)- children in school.	Advisory Teaching service Educational Psychologist School Nursing Team Young Minds Matter Talk Well ELSA support- Emotional Literacy Needs Play therapy (privately funded) Drama therapy (privately funded) In Class Support/ Support for Key adults in school. CAMHS
SEMH needs for parents/carers	https://www.nhsglos.nhs.uk/your-health-services/community-and-hospital-care/mental-health/ Teams & Services > Glos Health & Care NHS Foundation Trust
Attendance in school – including those who frequently go missing from home or from care	See attendance page of our school website, including the schools attendance policy. Education Inclusion Service (EIS) Gloucestershire County Council Inclusion Service- schools have allocated inclusion officer who can refer onto gaining an Inclusion outcomes officer.
Young Carers	Gloucestershire Young Carers Charity UK Home - Gloucestershire Carers Hub
Parenting Support	Glofamilies Directory GL11 Hub support Treetops Family Center- Dursley. Parenting support programmes such as Triple P can be accessed here: Glofamilies Directory Parenting CAMHS parenting support- ask the school SENCo to make a referral. Parents' Guide to CAMHS Guide for Parents YoungMinds
Signs of anti-social or criminal behaviour	www.astonproject.co.uk Local PCSO:
Child on child abuse and harmful sexual behaviour	Gloucestershire - Victim Support Child-on-child Abuse Safeguarding Network PSHE curriculum (Coram Life) NSPCC Pants and Speak Out Stay Safe programmes Hackett Continuum of harmful sexual behaviour to identify level of need and intervention. Police support – see child protection and safeguarding policy for school response.

<p>Child sexual exploitation</p>	<p>https://www.gov.uk/government/publications/child-sexual-exploitation-definition-andguide-for-practitioners</p> <p>https://www.victimsupport.org.uk/resources/gloucestershire/ https://www.gloucestershire.police.uk/advice/advice-and-information/caa/childabuse/child-sexual-exploitation/</p> <p><u>Barnardo's</u></p> <p>A national charity helping children in poverty, supporting young carers and helping families looking to foster or adopt.</p> <p><u>Child Exploitation and Online Protection Command (CEOP) Education</u></p> <p>National Crime Agency advice for parents, children and young people on staying safe from sexual abuse and online grooming.</p> <p><u>National Society for the Prevention of Cruelty to Children (NSPCC)</u></p> <p>A national children's charity, preventing abuse and helping those affected to recover.</p> <p><u>Parents Against Child Exploitation (PACE)</u></p> <p>The leading national charity working with parents and carers of sexually exploited children.</p> <p><u>ECPAT UK</u></p> <p>A UK organisation campaigning against child trafficking and exploitation.</p> <p><u>Fearless</u></p> <p>A service that allows you to pass on information about crime 100% anonymously.</p> <p><u>Enough Campaign</u>-A national campaign to tackle violence against women and girls.</p> <p><u>Gloucestershire Rape and Sexual Abuse Centre</u>- Free and confidential advice for anyone who has suffered rape or sexual abuse.</p> <p>Email Gloucestershire's Social Services children's helpdesk or call 01452 426565 (Monday to Friday, 8.30am to 5pm).</p> <p><u>Gloucestershire Take a Stand</u></p> <p>Local, practical support and help for all types of violence and abuse, including child sexual exploitation</p>
<p>Radicalisation and criminal exploitation – including county lines, gangs, organised crime and Youth Violence</p>	<p>https://www.victimsupport.org.uk/resources/gloucestershire/</p> <p>Gloucestershire Constabulary Prevent Duty https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminalexploitation</p> <p>The Children's Society - County lines and criminal exploitation toolkit The Children's Society, #LookCloser exploitation awareness campaign</p> <p>The Children's Society county lines and criminal exploitation toolkit</p>
<p>Modern slavery and trafficking</p>	<p>https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/modernslavery-and-human-trafficking</p> <p>https://www.gloucestershire.police.uk/advice/advice-andinformation/ms/modern-slavery/</p>

	https://www.victimsupport.org.uk/resources/gloucestershire/
Online safety	See our school website which includes links and information for support.
Homelessness	https://www.cbh.org/services/help-support/homelessness-advice/ https://www.stroud.gov.uk/housing
Children in care or previously children in care	Designated teacher in school Virtual Schools' support (Zofia Woods- SENCo) https://www.gloucestershire.gov.uk/vschool/ Personal Education Plan PCIC support – GCC – https://www.gloucestershire.gov.uk/vschool/aboutus/previous-children-in-care/
Healthy eating and nutrition	https://www.ghc.nhs.uk/our-teams-and-services/children-and-youngpeople/physical-health/school-nursing/ https://www.nhs.uk/live-well/eat-well/ https://www.healthystart.nhs.uk/ Stroud Foodbank
Gender based violence (violence against women and girls, including FGM)	Female genital mutilation (FGM) Gloucestershire Constabulary Getting help for domestic violence and abuse - NHS Home - Gloucestershire Domestic Abuse Support Service (GDASS)
Drug and alcohol misuse	School Nursing > Glos Health & Care NHS Foundation Trust Drug and Alcohol Support WithYou The Nelson Trust Honest information about drugs FRANK Glofamilies Directory Service Listings
Faith abuse including 'honour based' violence	What is honour-based abuse? Gloucestershire Constabulary
Domestic abuse	https://www.nhs.uk/live-well/getting-help-for-domestic-violence/ GDASS Gloucestershire Constabulary Family Support Worker- Families first. Families first Gloucestershire County Council
Family members in prison	Get help with the cost of prison visits - GOV.UK Prisoners' Families Helpline Children Families - Impact Pathways
Financial Support	Gloucestershire welfare support scheme Gloucestershire Welfare Support Scheme Gloucestershire County Council
Support for neurodiversity/ support with referrals	Please speak to your Class Teacher initially if you believe your child has neurodiverse needs and then the SENCo. Children on a MyPlan+ can seek support from the CAAAS pathway for an ASC and ADHD assessment (at least a 3 year waiting time). Teacher and SENCo will support this referral. Those who are not on a MyPlan+ can seek support through the Right to Choose (RTC) pathway. You will need to select the provider and call the GP secretary to inform them you would like a RTC referral with (name the provider). They will then support you with the relevant forms to start the process. Please inform school prior to this to see if we can support the referral. Right to choose support: This is something that many people are choosing to opt for. Currently, there is no single provider that is 'approved' in Gloucestershire for children and young people, so the provider you choose would have to be your own decision. The

	<p>ADHD UK website (link below) has a list of providers available for children and young people.</p> <ul style="list-style-type: none"> · Right to Choose is essentially being seen by a private provider but funded by NHS. More information here: https://adhduk.co.uk/right-to-choose/ · There is no local service for this currently, so this may have to be online or require you travelling. · Some providers only provide diagnostic assessment and do not offer a medication titration service. · This Facebook group may provide some peer support/guidance, but please bear in mind that services and information varies from county to county - https://www.facebook.com/groups/6563187130420634 · Medication: Whilst it is your right to choose a provider and a referral can be made, we would like to emphasise that there is <u>no</u> obligation for any medication initiated by specialist services to be continued by primary care/GP surgeries. Please refer to the surgery policy about ADHD medication - https://maylanesurgery.co.uk/surgery-information/policies/adhd-shared-care-policy/ <p>Dyslexia/ Dysgraphia and Dyscalculia:</p> <p>These are private referrals that can not be sourced through school. A recommended place to start to seek support is the Gloucester Dyslexia Association:</p> <p>glosdyslexia.org</p> <p>Dyslexia Services for Glos - Dyslexia Services for Gloucestershire</p>
Wider SEND support/ enquiries	<p>SENDIASS</p> <p>SENDIASS Gloucestershire Special Education & Disability</p>

Levels of intervention:

The levels of intervention guidance is to provide ‘practitioners with guidance with guidance about making decisions according to the level of need. It aims to make sure that the appropriate level of support will be put in place to ensure that a child or young person’s needs are met in a robust and timely way’ [GSCP levels of intervention | Gloucestershire County Council](#) 2025.

The levels of intervention work alongside the graduated pathway:



Transitions Support

At Dursley Primary Academy School, we know that change can feel big for children. That's why we make every transition smooth and positive—whether it's starting school, moving up a year, or preparing for secondary. We give extra care to children with SEND, ensuring they feel confident and supported every step of the way.

Aims of support

- To ensure all children feel secure, confident, and prepared for the next stage of their learning.
- To minimise disruption and anxiety during transition periods.
- To provide tailored support for pupils with SEND and other vulnerable groups.
- To maintain strong communication between staff, pupils, parents, and external agencies.

Key Principles

- 1. Child-Centred Approach**
Every transition plan is designed around the individual needs of the child, ensuring their voice is heard and valued.
- 2. Collaboration**
We work closely with parents, carers, and external professionals to share information and plan effectively.
- 3. Continuity of Learning**
Curriculum and pastoral support are aligned to ensure consistency and progression.
- 4. Early Planning**
Transition arrangements begin well in advance to allow time for preparation and adjustment

Types of Transition

- **Within School:** Moving between year groups and key stages.
- **Into School:** Starting in Reception or joining mid-year.

- **Out of School:** Moving to secondary education or another setting.

We also offer the support of the 'Arrivals lounge' for KS2 children who find it difficult to transition to school. This allows time from 8.30am until 9am to regulate around their interests before entering into class for learning, supported by an adult(s).

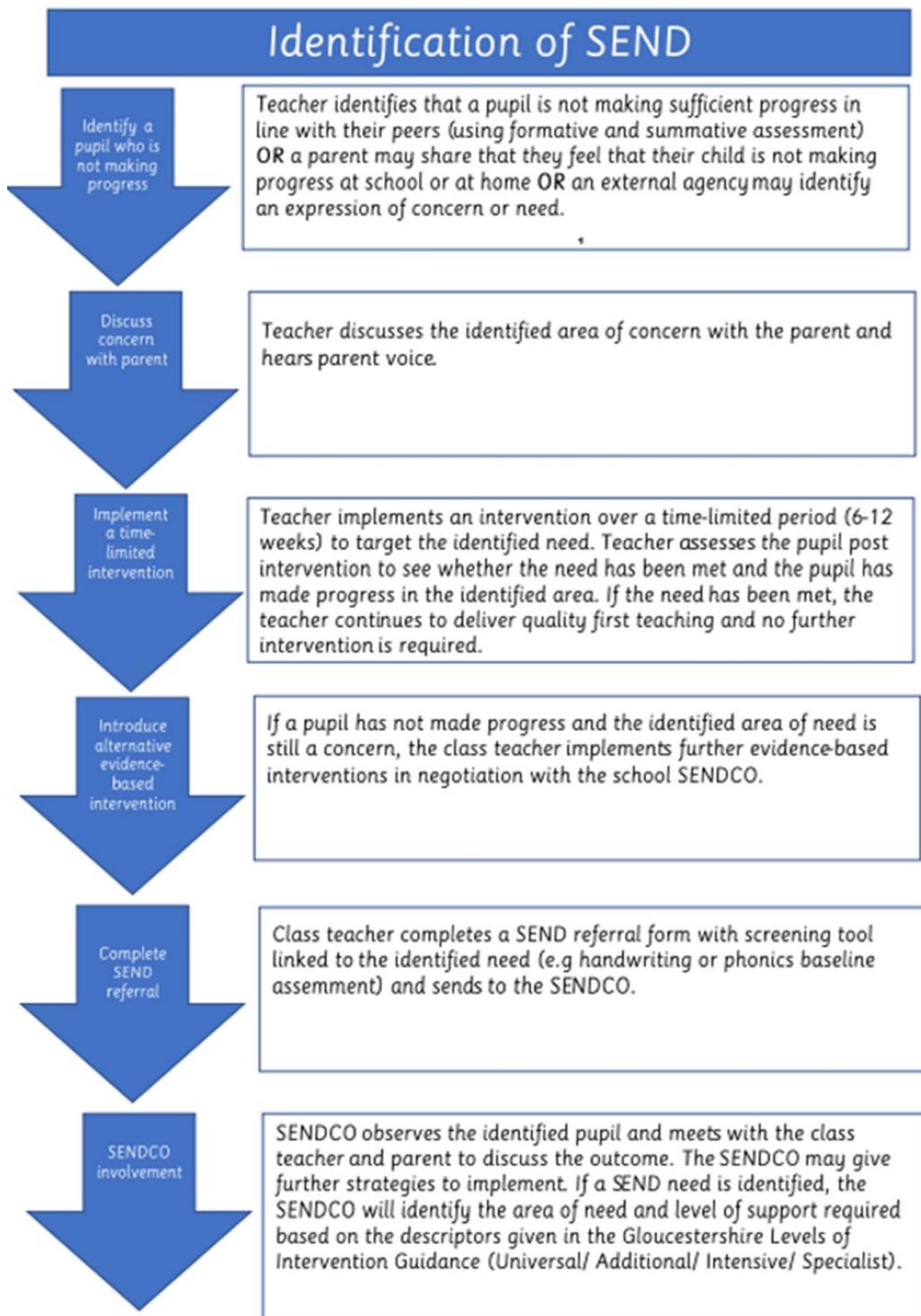
Support Strategies

- **Transition Meetings:** Staff meet to share information about pupils' academic, social, and emotional needs.
- **Visits and Familiarisation:** Opportunities for children to visit new classrooms and meet new teachers.
- **Enhanced Support for SEND:** Additional visits, social stories, visual timetables, and personalised plans.
- **Parent Engagement:** Information sessions, meetings, and resources to support families.

Monitoring and Review

- Transition plans are reviewed regularly to ensure effectiveness.
- Feedback from pupils, parents, and staff informs future improvements.

SEND process flowchart: Identification of need



We want every child to thrive at Dursley Primary. If your child has additional needs—whether learning, sensory, or physical—we have clear plans in place to make sure they can access every part of school life.

For full details, please see:

- **Gloucestershire Intervention Guidance for SEND in Schools**
- Our **Equalities Objectives Statement**
- Our **Accessibility Plan**, which explains how we ensure disabled pupils are fully included and never treated less favourably