

# SEND Information Report



Dovelands  
Primary School

**Approved by:** Personal Development, Behaviour & Attitudes Committee

**Date:**

**Last reviewed on:** September 2025

**Next review due by:** September 2026

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Dovelands values the abilities and achievements of all its children and is committed to providing, for each child, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible in childrens' school careers
- monitoring their progress
- working collaboratively with parents, carers and outside agencies
- involving children and parents in decision-making
- personalising learning for children
- promoting independence
- removing barriers to achievement and success
- ensuring that the responsibility for SEND held by all staff and governors is carried out

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENDCO is Ms. Laura Newby. You can contact her on: [inclusion@dovelands.leicester.sch.uk](mailto:inclusion@dovelands.leicester.sch.uk)

They will:

- Work with the Head Teacher, Senior Leadership Team and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### **4.2 The Personal Development, Behaviour and Attitudes Committee**

The governing committee will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The head teacher**

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5. SEND information report

### 5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEND and assessing their needs

At Dovelands we have adopted a whole-school approach to SEND policy and practice. Children identified as having SEND are, as far as is practicable, fully integrated into classroom learning. Every effort is made to ensure that they have full access to the school's curriculum and are included in all aspects of the school.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Consulting and involving pupils and parents

Dovelands firmly believes in developing a strong partnership with parents and carers and that this will enable children with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will consult with parents and carers when it is decided that a pupil will receive SEND support.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils where necessary.

We will also use strategies outlined on the [Local Offer](#).

Appendix A outlines the interventions we provide. These may change based on meeting individual needs of children.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, range of font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

Teaching assistants will support pupils in small groups when appropriate.

Teaching assistants will support pupils on a 1:1 basis when small group work is not appropriate or students need more intensive intervention.

We work with the following agencies to provide support for pupils with SEND:

- Child and Adolescent Mental Health Services (CAMHS) (where available)
- Early Years Support Team
- Educational Psychologists
- Early Help & Social Care
- Hearing Impairment Services
- Learning Communication and Interaction Team
- NHS Families, Young People and Children's Services
- NHS Speech and Language Therapists (where available)
- NHS Occupational Therapy
- NHS Mental Health Support Workers

- Social, Emotional and Mental Health Team
- Vision Impairment Services

### **5.9 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing children's individual progress towards their goals at least termly (assess, plan, do, review)
- Reviewing and updating Pupil Profiles at least termly. These are created with pupils and parents/carers.
- Reviewing the impact of interventions regularly and adapting where appropriate
- Holding annual reviews for pupils with EHC plans
- Monitoring of classroom practice by the school Leadership Team, the SENDCO and Phase Leaders
- Analysis of student tracking data and test results for individuals and cohorts
- Meetings with parents, both formal and informal, to plan and revise provision and celebrate success

### **5.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in inter and intra sports activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.11 Admission of pupils with SEND**

The Governing Body believes that admissions should not discriminate against children with SEND and has due regard for the practice advocated in the Code of Practice, in that 'admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan (CoP 1:27).

Oversubscription criterion 3 of our Admissions Policy relates to disabled pupils:

Disabled children who need to be admitted to a school on the grounds of physical accessibility. The definition of disability is that contained within the Equality Act 2010.

The steps we are taking to prevent students who are disabled from being treated less favourably than other pupils are set out in our Equality Duty Statement and Objectives. The facilities we provide to help disabled students access our school are set out in the Accessibility Plan.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development.

### **5.13 Working with other agencies**

Dovelands Primary School has developed effective working partnerships with a wide variety of outside agencies and services over the years. These include:

- Child and Adolescent Mental Health Services (CAMHS)
- Early Years Support Team
- Educational Psychologists
- Early Help & Social Care
- Hearing Services
- Learning Communication and Interaction Team
- NHS Families, Young People and Children's Services
- NHS Speech and Language Therapists
- NHS Occupational Therapy
- Social, Emotional and Mental Health Team
- Visual Services

Doveland's Primary School has contributed to the city's Local Offer through attendance at a training workshop and through trialing of new guidance and systems.

#### **5.14 Complaints about SEND provision**

Where parents/carers have concerns, they should contact the SENDCO on [inclusion@doveland's.leicester.sch.uk](mailto:inclusion@doveland's.leicester.sch.uk) or the office via [office@doveland's.leicester.sch.uk](mailto:office@doveland's.leicester.sch.uk)

In the event of a complaint, parents/carers are advised to request a copy of the school's Complaints Procedure.

The Leicester City service, SENDIASS, provides a range of support for parents/carers of students with SEND including Independent Parent Supporters and parent training about the Code of Practice. They can be contacted on 0116 482 0870 or email [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

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 school 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

#### **5.15 Contact details of support services for parents of pupils with SEND**

The Leicester City service, SENDIASS (Appendix 3), provides a range of support for parents/carers of students with SEND including Independent Parent Supporters and parent training about the Code of Practice. They can be contacted on 0116 482 0870 or email [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

This link gives access to further websites to support parents.

#### **5.17 Contact details for raising concerns**

The SENCO is Miss Laura Newby. She can be contacted by email ([inclusion@doveland's.leicester.sch.uk](mailto:inclusion@doveland's.leicester.sch.uk)) or telephone (0116 2857716).

### **5.18 The local authority local offer**

Our contribution to the local offer is by providing education for students aged 3-11,

Our local authority's local offer is published here: <https://families.leicester.gov.uk/localoffer>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO and Personal Development, Behaviour and Attitudes Committee **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved annually by the whole governing body.

### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Relationships and Behaviour Policy
- Complaints procedure
- Equality Policy
- Mental Health and Wellbeing Policy
- Supporting children with medical conditions

These policies are all available on the school website at <https://www.dovelands.leicester.sch.uk/policies/>

Appendix A:

**Dovelands Primary School Inclusion Provision Map**

Intervention	Pupil criteria	Assessment monitoring tool	Outcomes	Education Endowment Rating
<b>Coaching / Conference / School Led Tutoring</b>				
<b>1:1 conferences / pre teaching</b>  Year 2 and 6 pupils	Pupils working below age related expectations in reading, writing and maths	Attainment and Progress	Pupils will reach age related expectations and make above expected progress.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>
<b>Targeted academic groups</b>  Small group intervention	Pupils working below age related expectations in reading, writing and maths	Attainment and Progress	Pupils will reach age related expectations and make above expected progress	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Reading</b>				

<p><b>BRP</b> 1:1 reading intervention</p>	<p>Low reading age, lack of reading experience.</p>	<p>SWRT, book level  Benchmark</p>	<p>To improve reading accuracy. To engage in reading.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>
<p><b>BRP Light</b> 1:1 reading intervention</p>	<p>Low reading age, lack of reading experience.</p>	<p>SWRT, book level  Benchmark</p>	<p>To improve reading accuracy. To engage in reading.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>
<p><b>Year 1 Reading</b> 1:1 reading intervention</p>	<p>Pupils who enter Year 1 below a Level 6.</p>	<p>Benchmark</p>	<p>To reach book level 15 by the end of Year 1.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>
<p><b>Year 1 &amp; 2 Phonics</b> Small Group Intervention</p>	<p>Pupils who are at risk of not passing the phonic screen</p>	<p>Phonic Screen</p>	<p>Pass phonic screen at the end of Year 1.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>

<p><b>Inference</b></p> <p>Up to 4 children, one story exert at a time, inference training programme</p>	<p>Good phonic readers, poor comprehension skills. Year 2+</p>	<p>Diagnostic reading analysis</p> <p>Benchmark</p>	<p>To improve understanding and enjoyment in reading. To build meaning behind words and texts.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>
<p><b>KS2 Phonics</b></p> <p>Up to 6 children of similar ability, Little Wandle</p>	<p>Not on age appropriate group words, poor phonic knowledge</p>	<p>Phonic screen</p>	<p>To improve phonic understanding. To apply phonic knowledge to blending segmenting.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>
<p><b>Precision Teaching</b></p>	<p>Pupils with insecure reading high frequency words.</p>	<p>Precision Test.</p>	<p>Pupils achieve ARE at the end of the year.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p>
<p><b>Toe by Toe</b></p>	<p>Pupils with dyslexia or reading problems.</p>	<p>Reading fluency test.</p>	<p>Pupils reading fluency improves.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a></p>

<b>Literacy Gold</b>	Pupils with dyslexia or reading problems.	Ongoing assessment within DG.	Pupils auditory discrimination eye tracking improves.	
<b>Spelling</b>				
<b>Upper KS2 Spelling booster</b> Up to 12 children, making spelling links	Children requiring practice in years 3-6.	Weekly word scores, word lists	To improve spelling accuracy of Year 3-6 words. To learn methods and strategies to support future spelling.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Lower KS2 Spelling booster</b> Up to 4 children, spelling strategies	Low ability – not dyslexia linked. Year 5 and 6.	Word lists	To improve spelling accuracy of year 4 words.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Literacy Gold</b> Up to 12 children	Years 2-6. Spelling age 1+ year below chronological age.	Reading accuracy test	To improve pupils eye tracking when reading and spelling.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a>
<b>Handwriting</b>				

<b>Fine and Gross Motor Skills</b>	Difficulties with fine and gross motor skills.	Ongoing review	To improve fine motor skills using multisensory resources.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Handwriting skills</b> Up to 6 children, using school handwriting scheme	Lack of basic handwriting skills – letter formation, neatness etc...	Handwriting checklist score	To form legible letters and words. To increase confidence level in writing.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Maths</b>				
<b>Arithmetic Groups</b>  Small group intervention	Pupils with insecure calculation skills.	Arithmetic Tests	Pupils achieve ARE at the end of the year.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>
<b>Year 3 and 4 Times Tables</b>  Small Group intervention	Pupils with insecure calculation skills.	Times tables tests.	Pupils pass end of Year 4 times tables test.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>
<b>Precision Teaching</b>	Pupils with insecure number facts.	Precision Test.	Pupils achieve ARE at the end of the year.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</a>
<b>Speech &amp; Language</b>				

<p><b>People Play</b> <b>1:1</b></p>	<p>For children with minimal social communication skills.</p>	<p>Therapy plan and report  Ongoing reviews.</p>	<p>Children’s social interaction and social communication skills improve.</p>	
<p><b>Speech and language</b>  1:1, following therapy plan</p>	<p>As set by speech and language therapist</p>	<p>Therapy plan and report</p>	<p>Can vary dependent on child. To improve construction of speech sounds. To improve communication skills.</p>	
<p><b>Fun Time</b></p>	<p>Uses small group situations with activities for developing talking and social skills, attention and listening for children who need extra support in these areas.</p>	<p>Speech and Language assessment</p>	<p>Children’s social interaction and social communication skills improve.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>

**Wellbeing**

<b>Play Therapy / Drawing and Talking / Anxiety Busters</b>	Low self-esteem, low mood, school refusal or anxiety.	SDQ / Boxall	To communicate feelings effectively. To interact appropriately with peers. To help reduce stress and anxiety.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>
<b>Emotional Literacy Support Assistant</b>	Low mood, school based anxieties.	SDQ / Boxall	To communicate feelings effectively. To interact appropriately with peers. To help reduce stress and anxiety.	
<b>Key Person time/check ins.</b>	Low self-esteem, low mood, school refusal or anxiety.  Difficulties with dysregulation or challenging behaviour.	Ongoing informal assessment.	To feel safe and happy at school.	
<b>NHS Mental Health Support Worker</b>	Low self-esteem, low mood, school refusal or anxiety.	NHS assessments	To communicate feelings effectively. To interact appropriately with peers. To help reduce stress and anxiety.	

<b>Cognitive Behaviour Therapy</b> Starving the anxiety gremlin	Anxiety issues	Self-image profile	Offers children strategies they need to develop an understanding of anxiety and how to effectively manage it.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>
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## SEND Pathway at Dovelands Primary School

High Quality Teaching	Concerns Identified (6wk minimum)	SEND Monitoring (2wk + 12wk)	SEND Support	E3/EHCP
<p>Teacher to ensure that high quality teaching is in place for all:</p> <ul style="list-style-type: none"> <li>Using Walkthru strategies</li> <li>Cognitive load considered</li> <li>Environment not overstimulating</li> <li>Scaffolding in place</li> <li>Word banks available</li> <li>Phonics boards available</li> <li>Visual timetables</li> <li>Practical resources/manipulatives</li> <li>Explicit teaching of Relationship and Behaviour policy</li> <li>Individual reward charts used</li> <li>BERA strategies in place</li> <li>Settling time (at least half a term)</li> <li>EAL considered and assessed if necessary</li> <li>Background considered ie gaps in education, previous life experiences, summer born.</li> </ul>	<p>Teachers/Pastoral / Parents raise concerns around the progress of a child.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Review current arrangements</li> <li>BERA documents consulted and highlighted to ensure Quality First Teaching (QFT) is in place.</li> <li>Current interventions considered and implemented. Interventions must run for at least 6 weeks to consider impact.</li> <li>Current adaptations considered and reviewed.</li> <li>Initial concerns paperwork completed and emailed to Inclusion Lead.</li> <li>Parents made aware of concerns by Class Teacher.</li> </ul>	<p>Despite adjustments to QFT/intervention(s) limited or no progress is made and concerns remain.</p> <p>Teacher to inform parents that child is to be added to monitoring list and will be seen by SENDCo in class or further School Bases Assessments completed.</p> <p>Teacher to then share Pupil Profile (within 2 weeks of Inclusion visit / assessments). Inclusion Lead can support with initial meeting if required.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Email Inclusion Lead with review on Initial concerns document (inc BERA) <b>and</b></li> <li>Book a drop in session with Inclusion Lead to discuss concerns.</li> <li>Speak to parents/Carers</li> <li>Actions from Inclusion Lead advice to be implemented (12weeks from visit/assessment)</li> <li>Plan to be completed with Targets and Provisions to achieve targets.</li> <li>After 12 weeks, Learning plan to be reviewed.</li> </ul> <p>Inclusion Lead to:</p> <ul style="list-style-type: none"> <li>Meet with teacher</li> <li>Observe child in class (within 3 weeks of receiving Initial concerns document)</li> <li>Advise around other monitoring documents required e.g. S&amp;L screens</li> <li>Analyse intervention data and learning plan review</li> <li>Add child to monitoring list</li> </ul> <p>SEND Monitoring can be stepped down to Remove from SEND if progress is made and no concerns remain.</p>	<p>Concerns remain after 12weeks of support.</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Review Learning plan (end of monitoring time frame and in line with ongoing school reviews)</li> <li>Create Pupil Profile with targets and provision.</li> <li>Create BERA indicating additional provisions in place.</li> <li>Create Individual timetable including any additional support and send to Inclusion Lead</li> <li>Update Pupil Profile with any advice from outside agencies.</li> <li>Contact Inclusion Lead to discuss continued concerns</li> </ul> <p>Inclusion Lead to:</p> <ul style="list-style-type: none"> <li>Meet with parents to discuss ongoing concerns and next steps.</li> <li>Inform parents that their child will be placed on the SEND register.</li> <li>Discuss child at next JPM (September/February) if appropriate.</li> <li>Refer to appropriate agency which could include LCI, SEMH, S&amp;L, EP.</li> <li>Complete learning assessments if required</li> <li>Observe child in class to ensure strategies in place.</li> <li>Analyse data from interventions and learning plans.</li> </ul> <p>SEND support can be stepped down to SEND Monitoring or Remove from SEND if progress is made and no concerns remain.</p>	<p>Where concern continues with external advice in place (time can vary depending on need)</p> <p>Teacher to:</p> <ul style="list-style-type: none"> <li>Contact Inclusion Lead to discuss continued concerns.</li> <li>Ensure Pupil Profile is updated/reviewed.</li> <li>Ensure advice from external agencies is in place alongside QFT.</li> </ul> <p>Inclusion Lead to:</p> <ul style="list-style-type: none"> <li>Meet with parents to discuss ongoing concerns and next steps.</li> <li>Consider where E2 (15hrs) support is provided</li> <li>Consider E3 funding application where additional adult support exceeds 15 hours support (including interventions).</li> <li>Consider EHCP application</li> </ul>

