SEND Policy

Dovelands
Primary School

Approved by:	Personal Development, Behaviour & Attitudes Committee	**Date:** Autumn 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

1. OVERVIEW

This policy complies with the statutory guidance given in **the SEND Code of Practice.** It has been written with reference to the following guidance and documents by Laura Newby (Inclusion Lead) and agreed by SEND Governor Keith Lishman.

- EEF 'Special Educational Needs in Mainstream Schools'
- Dovelands Inclusive Mainstream Fund Strategy
- Equality Act 2013
- SEND Code of Practice 0-25 (January 2015)
- SEND Regulations 2014
- Children and Families Act
- Statutory Guidance on Supporting pupils at school with medical conditions
- The National Curriculum
- Dovelands' Safeguarding Policy
- Accessibility Plan
- Teachers Standards

2. INCLUSION STATEMENT

Dovelands will use its best endeavours to provide the special educational provision called for by a pupil's SEND in line with the above guidance and research.

At Dovelands Primary School, inclusion is everyone's responsibility and is woven through every aspect of school life. We are proud of our diverse community, where more than 50 languages are spoken and every child is supported to feel valued, respected and able to belong. Our approach is built on high expectations for all pupils, regardless of their background, need or starting point.

Inclusion is not viewed solely through the lens of SEND. We work proactively to identify and remove barriers for disadvantaged pupils, looked after and previously looked after children, pupils with English as an additional language, those known to social care and any child whose learning or wellbeing may be affected by wider circumstances. Through strong pastoral care, effective safeguarding, early identification and a graduated approach to support, pupils are enabled to thrive both academically and personally.

Visitors to Dovelands will see an inclusive culture where pupils' voices are heard, diversity is celebrated and participation is promoted. Through PSHE, Votes for Schools, No Outsiders, leadership opportunities, clubs, trips and enrichment experiences, pupils develop confidence, resilience and respect for others. Staff know pupils well and respond swiftly to emerging needs, ensuring that support is tailored, barriers are reduced and opportunities are enhanced.
Ultimately, inclusion at Dovelands means creating a community where every child feels safe, successful and a genuine sense of belonging, enabling them to flourish and be fully prepared for their next stage of education and life.

3. Aims

The purpose of our SEND Policy and Inclusive Mainstream Strategy is to remove barriers to learning and access. We are seeking to overcome:

- Delays or gaps in foundational learning, communication, language and self-regulation skills affecting curriculum access and participation.
- Interrupted or inconsistent educational experiences resulting in gaps in learning, participation and engagement with the curriculum.

- Variability in School Readiness, Independence and Personal Care Skills
- Pupils with Complex Needs Awaiting Appropriate Specialist Provision
- SEND and emotional wellbeing needs affecting attendance, engagement and participation in learning.

The school aims to work in partnership with parents and carers by:

- Giving parents/carers opportunities to share their views and knowledge
- Focusing on the child's strengths as well as the child's areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child including, attendance at parents' evenings/ review meetings
- Keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision
- Where appropriate, pupils are involved in target setting and reviewing their progress.

4. MANAGEMENT OF SEND WITHIN SCHOOL

The person coordinating the day-to-day provision of the education for pupils with SEND is Laura Newby.

Every teacher is a teacher of SEND. All teachers are aware of their responsibilities for all pupils in their class.

In line with the Code of Practice, the Inclusion Lead is responsible for:

- Overseeing the day to day operation of the policy and prodedures related to SEND.
- Co-ordinating assessment and provision for children with special educational needs and disabilities.
- Liaising with and advising teachers.
- Deployment of Teaching Assistants
- Overseeing the records on all children with SEND.
- Liaising with parents and carers of children with SEND (in conjunction with class teachers).
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA support and Educational Psychology Services, Health and Social Services and voluntary bodies.

The Inclusion Lead is responsible for reporting to the Head and the Governors with responsibility for SEND on the day-to-day management of SEND policy. The name of the Governor with responsibility for SEND is Keith Lishman..

Admission Arrangements

No pupil will be refused admission to Dovelands Primary school on the basis of a special educational need. In line with statutory guidance and the Disability Discrimination Act, we will not discriminate against disabled children and we will take all reasonable steps to

provide effective educational provision. The LA determines admission, having regard to parental preference and in consultation with our governing board.

Identification and Assessment

We accept the principle that pupil's needs should be identified and met as early as possible.

The SEND Code of practice describes 4 broad categories of need:

- Cognition and learning
- Language and communication difficulties
- Sensory and Physical
- Social, emotional and mental health issues

Consideration when identifying children with special educational needs and disabilities includes:

- Some children may be working significantly below age expected levels in core subjects which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia.
- Information passed from a child's previous school may indicate that a child is already identified has having a special educational need or disability
- Reports received from e.g. doctors, educational psychologists, learning, communication and interaction team, social, emotional and mental health team, speech and language therapists may recommend specific support.
- We always take into account information given by parents and carers
- We listen to concerns expressed by the child.

Teachers will complete 'Early Monitoring' processes for any child they are worried about which will be discussed with parents and the Inclusion Lead. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision-making process. We call this a graduated response. After a period of Assess, Plan, Do, Review a decision may be made to place the child or young person on the SEND register under the category of SEND Support.

We also consider areas that are not special educational needs but may have

an impact on progress and attainment which can include but are not limited to, attendance and punctuality, mental health and wellbeing, EAL, ACEs, trauma, bereavement, social care involvement and missing periods of education.

Graduated Approach

If we decide to place a child on the SEND register, the SEND Pathway is followed. (see pXX)

SEND Pathway at Dovelands Primary School

High Quality Teaching	Concerns Identified (6wk minimum)	SEND Monitoring (2wk + 12wk)	SEND Support	ES/EHCP
Teacher to ensure that high quality teaching is in place for all: • Use of Wakhru strategies • Cognitive load considered • Environment not overstimulating • Scaffolding in place • Word banks available • Phonics boards available • Visual timetables • Practical resources/manipulatives • Explicit teaching of Relationship and Behaviour policy • Individual reward charts used • BERA strategies in place • Setting time (at least half a term) • EAL considered and assessed if necessary • Background considered ie gaps in education, previous life experiences,	Teachers/Pastoral / Parents raise concerns around the progress of a child. Teacher to: - Review current arrangements - BERA documents consulted and highlighted to ensure Quality First Teaching (QFT) is in place. - Current interventions considered and implemented. Interventions must run for at least 6 weeks to consider impact. - Current adaptations considered and reviewed. - Initial concerns paperwork completed and emailed to Inclusion Lead. - Parents made aware of concerns by Class Teacher.	Despite adjustments to QFT/intervention(s) limited or no progress is made and concerns remain. Teacher to inform parents that child is to be added to monitoring list and will be seen by Inclusion Lead in class or further School Based Assessments completed. Teacher to then share BERA (within 2 weeks of Inclusion visit / assessments). Inclusion Lead can support with initial meeting if required. Teacher to: - Email Inclusion Lead with review on Initial Concerns document (on BERA) - Book a drop-in session with Inclusion Lead to discuss concerns (if needed) - Update parents/carers - Actions from Inclusion Lead advice to be implemented (12weeks from visit/assessment) - Plan to be completed with Targets and Provisions to achieve targets. - After 12 weeks, BERA, Targets, Provision to	Concerns remain after 12weeks of support. Teacher to: - Review Initial Concerns and BERA (end of monitoring time frame and in line with ongoing school reviews) - Create Pupil Profile with targets and provision. - Update BERA indicating additional provisions in place. - Create individual timetable including any additional support and send to Inclusion Lead - Update Pupil Profile with any advice from outside agencies. - Contact Inclusion Lead to discuss continued concerns Inclusion Lead to: - Meet with parents to discuss ongoing concerns and next steps. - Inform parents that their child will be placed on the SEND register. - Discuss child at next IPM	Where concern continues with external advice in place (time can vary depending on need) Teacher to: - Contact Inclusion Lead to discuss continued concerns. - Ensure Pupil Profile is updated/reviewed. - Ensure individual timetable is updated and reviewed - Ensure advice from external agencies is in place alongside QFT. Inclusion Lead to: - Meet with parents to discuss ongoing concerns and next steps. - Consider where E2 (15hrs) support is provided - Consider E3 funding application where additional adult support

5. Managing Needs on the SEND Register

Dovelands Primary School is committed to an inclusive curriculum. Teachers adapt teaching, resources, learning environments and methods of recording so pupils with SEND can access a broad and ambitious curriculum alongside their peers.

In order to meet the learning needs of all pupils, teachers adapt work. Where pupils are identified as having special educational needs or disabilities, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A Learning Plan for the child records a graduated response to individual need. Pupils with SEND are supported to contribute to decisions about their learning, support arrangements, reviews and longer-term aspirations using developmentally appropriate approaches.

Learning Plans and targets provide ways in which to remove key barriers to learning effectively and have clear outcomes to be achieved within an agreed time frame. The level of provision is based on need.

There is a core expectation that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan/provision. The teacher, with the support of the Inclusion Lead, will keep the Learning Plan up to date.
Outcomes will be reviewed at least termly and more often if necessary.

Support staff are deployed to promote independence and access to learning rather than creating dependency.

Information about progress towards outcomes will be discussed during Parents' Evening and also at pupil progress meetings and actions or adjustments will be put into place where appropriate.

Sometimes we are unable to fully meet the needs of the pupil through our own provision arrangements. This will be apparent if a child still appears to have significant needs or difficulties, despite receiving effective, evidence based interventions. If this is the case, we will engage the support of specialist services. Parents will always be informed if this is going to happen and a referral form to different agencies/services will be made if parents/carers give consent.

If we identify that additional funding and support are needed from the Local Authority High Needs Block we will submit evidence including interventions or support already being given and progress made along with recommendations put into place recommended by outside agencies and its impact. Parents and carers will be informed if this is intended.

Sometimes a child or young person continues to have significant and enduring needs and it may be decided that an Education, Health and Care(EHC) plan is appropriate. A case will be put forward to the Local Authority and a decision-making process will begin with the full involvement of parents, carers and the child or young person. If an Education, Health and Care Plan is agreed this can stay with the young person until they are 25 if necessary. It will include long and short term agreed outcomes for the child or young person along with planned support, provision and outside agency involvement. The plan will be reviewed annually and this is called an Annual Review.

6: Exiting the SEND Register

Pupils will be removed from the SEND register if they no longer have a special educational need. Pupils will be removed from the SEND Register when evidence demonstrates that they no longer require SEND provision that is additional to or different from that normally available within the school's universal offer.

7: Supporting Pupils and Families

- Parents of children or young people with special educational needs can refer to the **Local Authority Local Offer** (Regulation 53, part 4) which gives advice and information regarding services and provision - please see school website for the link to this
- Under statutory requirement Dovelands provides a SEND Information Report
- We have close links with other agencies to support families and pupils- please see school website- Parents- School SEND Offer
- At Dovelands we have a Pastoral Support Lead who will offer advice and support to families, please see school website for further information on how they might be able to help you.
- At Dovelands we have an attendance lead who monitors pupils with SEND and barriers to attendance will be addressed through collaborative work with families and relevant professionals.
- Every child, regardless of special educational needs/disabilities, has the opportunity to take part in after school activities and outdoor activities including trips
- At Dovelands we will support all children with transition from class to class, across key stages and to another school including secondary schools.

8: Supporting pupils with medical needs

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2013
- Some children or young people with medical conditions may also have special educational needs and may have an Education, Health and Care(EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. Some children may require a HCP (Health Care Plan) as their medical needs have no impact on their education.
- Please see the schools Policy For Supporting Children With Medical Conditions- this can be found on the school website under Policies

SECTION 9: Monitoring and evaluating

Monitoring

We monitor and evaluate the effectiveness of the SEND policy in a number of ways.

Monitoring of curriculum provision includes:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil interviews

Monitoring of individual pupil progress includes:

- Scrutiny of whole school data
- Sampling individual pupil work
- Analysis of assessment data relating to individual pupils
- Scrutiny of targets
- Pupil review meetings and records of review meetings
- Pupil interviews

Monitoring of implementation of SEND procedures includes;

- Analysis of assessment data and pupil tracking
- SEND Register analysis
- Parent questionnaires
- Staff questionnaires
- Classroom and intervention observations relating to the effectiveness of support staff

In line with the Governors Monitoring Policy our SEND Governor will provide termly reports to the Full Board. The Curriculum Committee will review and agree the SEND information statement, annually, ahead of publication on our website'

Evaluation

SEND is evaluated in a number of ways including but not limited to:

Progress / attainment data at all Key Stages

- Pupils with SEND make good progress in comparison with other pupil groups
- Samples of pupil work show progression over time
- Data recording individual progress is analysed and shows progression
- Targets and outcomes are SMART, relevant and reviewed regularly
- Targets and outcomes are shared with pupils
- There is progress towards outcomes
- Pupils are actively involved in review meetings and target setting

Evaluation of SEND procedures:

- Pupil tracking systems are in place and include procedures for tracking pupils when progress may be 'out of step' with peers
- Assessment data is analysed and used to inform provision
- The SEND register is reviewed termly
- All parents are informed of their child's special educational needs and outcomes
- Parents express satisfaction with the provision made and support given

- Staff feel they have sufficient information and support
- SEND files are up to date and accessible
- The Inclusion Lead has regular meetings with the Governor with responsibility for SEND
- All support staff have clear roles and are effective in supporting pupil learning
- All support staff are appraised and receive regular training
- Resources are used effectively

10: Training and Resources

Training

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all the staff are encouraged to undertake training and development.

- This happens through INSET training, staff meetings and on a one-to-one needs led basis.

Resources

The provision for SEND is supported by an allocation from the school budget for resources. The principle informing Special Education Needs resource deployment is one of ensuring access to the curriculum and therefore takes account of individual needs and implementing the SEND policy.
We aim to continually improve the resources within our school for the children with special educational needs and disabilities and continue to develop training for support staff so that they can effectively deliver interventions as well as providing support in the classroom.

11: Roles and Responsibilities

Governors

The Governing Board has nominated a Governor to be responsible for SEND. The named SEND Governor is Keith Lishman. The Inclusion Lead meets with the Governor to review SEND provision termly.

Safeguarding

The Designated Safeguarding Lead is Jenny Slinger (Head Teacher).
The Deputy Designated Safeguarding Leads are: Ama McKinley Ballentyne (Deputy Head) , Clare Bolton (Assistant Head) Catherine O'Connell (Assistant Head) Laura Newby (Inclusion Lead) Vanessa Power (Pastoral Support Lead)

The Designated Teacher for Looked After Children and Post Looked After Children is: Laura Newby

12: Accessibility

Above all, Dovelands will make reasonable adjustments to all policies, practices, physical environments and curriculum delivery to reduce barriers experienced by disabled students.

The Disability Discrimination Act placed a duty on all schools and Local Education Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. At Dovelands we are committed to continually improving our provision and accessibility through a clear system of review and development. We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to the school curriculum, after school clubs and trips, improving the physical environment of the school and developing the delivery of written information to disabled pupils that takes into account preferred formats of pupils with disabilities and their parents,

Please see the school's Accessibility Plan which can be found on the school website.

13: Bullying

We make every effort to ensure that vulnerable pupils including those with special educational needs and disabilities are free from the risk of bullying.
Please see our Relationships and Behaviour and Bullying Policies found on our school website under Policies for more detailed information.

14: Complaints

Parents and carers of children with special educational needs and disabilities are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the Inclusion Lead, followed by the head teacher. If necessary parents may contact the governors and, if still dissatisfied, may take their concerns to the LA.
Suitable facilities for meetings can be arranged for parents with disabilities.

15: Reviewing Policy

This policy will be reviewed yearly by Laura Newby –Inclusion Lead in consultation with all other stakeholders. This policy has been updated annually.