



DOVEDALE PRIMARY SCHOOL



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Aiming High Together

SEND (Special Educational Needs and Disabilities) information overview for Dovedale Primary School - September 2025 - July 2026

Miss Jo Martin is the school SENCo and Family Support Worker.

Miss Emma Kelly is also the school SENCo.

Mrs Sarah Houseman is the Head teacher.

Mrs Louise Tomlinson is our Deputy Head Teacher

How does the school know if pupils need extra help?

The school track and analyse children's progress and achievement on a regular basis and will put in interventions for anyone achieving differently to their peers or not meeting their own personal targets. The SENCo will conduct observations of children causing concern.

What should I do if I think my child has SEN?

First, arrange a meeting with your child's class teacher so you can share any needs or concerns. The teacher will talk to you about how your child is achieving in school. Following this, a meeting with the SENCo may be needed. Make a note of your child's strengths or their favourite things and also the things they find difficult or you are concerned about. This will help when meeting with a member of staff.

How will I know that the school will support my child?

We are committed to enabling all children to 'Aim High' and achieve our REACH values. We have an open door policy, staff are committed to providing the best for your child and are happy to discuss your child needs with you and any other professionals involved in their care.

How will the curriculum be matched to meet my child's needs?

All class teachers differentiate their lessons to take into consideration the learning abilities of all of the children in their class. Regular formative and summative assessments allow teachers to closely match teaching with your child's needs. Teachers will take advice from all professionals involved with your child, e.g. Speech and Language therapists, SEND inclusion team, Educational Psychologists, etc. to plan a personalised programme for your child.

How will I know how my child is doing?

All children receive two parents evenings every year. These are generally held on a separate night to parents evening to allow a longer time for both school and you to discuss concerns, support in place and next steps. This is the absolute minimum contact you will have with the school. Parents are welcome to come into school register to talk to class teachers informally or a meeting can take place after school if required. Miss Martin is also around most days to meet during the school day. Academic targets are shared through the home/school book on a termly basis. If your child has a My SEND Learning Programme then then class teachers will share targets, provision and outcomes with you on a termly during a review meeting, this will normally be in addition to parents evening.

How will you help me to support my child's learning?

What support will there be to support my child's overall well-being?

Class teachers will share targets and effective strategies which can support at home. Often, resources that we are using in school to support your child are copied and sent home so they can continue their learning with you. Nurture and Thrive is provided for children identified as needing emotional support.

What specialist services or expertise are available at or accessed by the school?

As a school, we have an experienced SENCO and Senior Leadership Team. The school have a lot of experience of working with a wide range of special needs and disabilities. Our Thrive TAs have received specialist training in supporting children with behavioural, social and emotional needs. School also refer to a wide range of services when needing specialist support - SaLT (Speech and Language Therapy), The SEND Inclusion team, Paediatrician, School nurse, Children's Centre, Visual Impairment, Hearing Impairment, Occupational Health, CAMHS. Mrs Mather and Miss Martin are trained thrive practitioners and also run 'Family Thrive' courses. This is a six week course (two hours a week) and are open to all parents / carers affiliated with school. Please contact Miss Martin for further information -

jmartin@dovedale.derbyshire.sch.uk

Family Thrive looks at the background of Thrive, how we support and implement Thrive within school as well as how it can be used within the family home.

Miss Martin also supports all our families and children who may need some additional support at any given time, this may be a one off or for a period of time.

What training have staff supporting pupils with SEND had?

Staff receive regular training through staff meetings, INSET training or courses that empower us to support a wide range of SEND. Training has included, but is not restricted to...

- Makaton
- Social stories
- Nurture / Thrive.
- Challenging behaviour
- Visual communication in the classroom.
- Dyslexia training
- Sensory breaks and needs
- ASD training.

How will my child be included in activities outside of the classroom?

We provide a wide range of activities at lunchtime and playtime that promote social interactions. All children are welcome to join in with these games and activities. After school activities are planned to ensure there is something for everyone. We also offer BIO club for any children who struggle to be on the playground during lunch times.

How accessible is the school environment?

Generally, the school is very spacious and is easily accessible for children who may need additional equipment. However, to increase accessibility a number of adaptations have been made to the school environment. These include:

Ensuring there are ramps into school so children and adults using wheelchairs can access the building and school grounds.

Disabled toilets in both the main buildings of school.

Outside, children have access to a large playground and a large school field. All of which can be accessed by all children. There are opportunities for outdoor learning for all children through Forest Schools.

How will the school support my child in starting school and moving on?

We believe the key ingredient to a successful transition is communication. All staff at Dovedale Primary School are committed to ensuring your child's move from one class to the next or their move up to the next class is smooth and successful. All children transferring to a new school, can expect to have transition visits. Key staff will communicate between the schools to ensure a smooth transition and that all needs are met. Where children have additional needs, staff will endeavour to visit them in their previous setting. On moving up to juniors, key staff between year groups will meet and share important information to ensure a smooth transition. Induction meetings take place for any children starting in reception or throughout the school if this is felt necessary. All parents are welcome to have a tour of the school and meet with the Head/ Deputy Head or SENCo to discuss additional needs. All children have visits to their new class over several weeks towards the end of the year. These start with a whole morning of activities and then continue with weekly stories so the children can develop friendships and relationships with the adults in their new classroom. This helps them to feel happy and settled when they return after the holidays.

How are the school's resources allocated and matched to pupil's SENs?

Teachers and teaching assistants work together to provide the best possible opportunities for your children. We liaise with the SEND Inclusion Team and follow expert advice relating to individual needs. Staff carefully observe and assess children's engagement, knowledge and understanding in order to plan activities and experiences which are well matched to each child's needs. Through well planned use of staff and time children are supported in whole class, small group, paired and individual activities. Each child's timetable varies according to their individual needs. This level of detailed planning enables us to make the most of the school day and help children to take the next developmentally. Staff engage in training related to SEND on a regular basis in response to current levels of need.