

Dovedale Primary School.



SEND (*Special Educational Needs and Disabilities*) Information Report.

September 2025

We hope you find the following information useful.

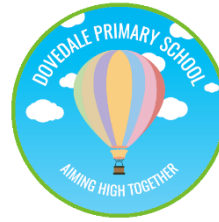




Dovedale Primary School is part of One Academy Trust.

This is formed along with seven other schools:-

As both an individual school and a Multi Academy Trust we endeavour to give all our children with or without SEND fully inclusive education in a fun and stimulating environment.



School Information Report - Written in line with the new SEN Code of Practice - June 2014.

All maintained schools, whether an academy or run by the LEA are legally obliged to have a School Information Report. This sets out the expectations on meeting the needs of pupils with Special Educational Needs. Whether they are supported by the Local Authority, or an academy they have to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are expected to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Derbyshire Authority is obliged to write a detailed Local Offer to bring together all schools 'Information Reports.' This can be found using the following link:-

http://www.derbyshire.gov.uk/education/schools/special_educational_needs

What is the SEND information report about?

Our SEND information report offers information for parents in one single place that helps to give a clear picture and understanding of the support and services available to them as a family of a child with SEND at Dovedale Primary School. The changes made in the Children and Family Bill effect the way in which all children with SEND are supported in schools. The new approach, which came into place in September 2014 places all pupils at the centre of planning their support and provision. The key principles of the new legislation are:-

- Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the young person's progress.
- Education, Health Care Plans (EHCP) have replaced statements of special educational needs. New assessments for additional needs now follow the EHCP guidelines.

As a school, we are fully inclusive and follow the guidelines and advice in the SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and ensure that all of our children are included in all aspects of school life from EYFS to year 6.

Our definition of 'SEND' is that 'any child who receives support which is additional or different from every day practice for the majority of our pupils or receives support from outside agencies' will be placed on our SEND register.

As you read through the report you will hopefully get a clearer picture of the precise support we are able to offer. At times, various abbreviations are used. A list of what these stand for can be found on the next page.

What do the abbreviations in this report mean?

ADHD - Attention Deficit Hyperactivity Disorder.

ASD - Autistic spectrum Disorder.

CAMHS - Child and Adolescent Mental Health Service.

EHCP - Education, Health Care Plan.

EP - Educational Psychologist.

GLD - Global Learning Plan.

HI - Hearing Impairment.

ISP - Individual Support Plan.

OT - Occupational Therapy.

SALT - Speech and Language therapist.

SENDCo - Special Educational Needs Coordinator.

SEND - Special Educational Needs and Disabilities.

SPID - Specific Learning Difficulty.

IT - SEND Inclusion Team.

VI - Visual Impairment.

By reading through our SEND information report we hope that you will know...

What is the SEND information report about.
Who the SEND team are and who you can contact.
How accessible is the school building.
What do we offer for pupils with SEND.
How do I know how well my child is doing.
How do we work in partnership with parents and carers.
How do we work with other agencies.
What do all the abbreviations mean.



Meet the team...



Miss Martin is the SENDCO at Dovedale Primary School.

Miss Martin is responsible for:-

Ensuring that your child's needs are being fully met alongside the class teachers.

Making sure that the governing body is kept up to date with any issues in the school relating to SEND.

Applying for additional funding to ensure pupils needs are being met.

Liasing with other professionals to ensure that we are meeting the needs of your child.



Mrs Kelly is also part of the SEND team and SENDCo. Mrs Kelly is responsible for:-
Ensuring that your child's needs are being fully met alongside the class teachers and supporting staff to write individual support plans.



Mrs Houseman is the head teacher at Dovedale Primary School.

Mrs Houseman is responsible for:-

The day to day management of all aspects of the school,

This includes the support for children with SEND.

Alongside the governing body the Head teacher has responsibility for allocating the SEND budget.

Class/subject teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support etc) and keeping the SENDCO informed as necessary.
- Writing My SEND Learning Programmes and reviewing children's SEND profiles on a termly basis. These will always be shared and discussed with parents and where possible, you will be invited in to review and update them on a termly basis.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- All staff are committed to providing the best for your child and are happy to discuss your child's needs.

Who else can I contact to
find out about other support
services?

There are a number of other support services available to families of children with SEND.

The Local Authority has a Local offer Website and information about services that may be available, or of help to you.

Please click here for a link to Derbyshire's local offer.

<http://localoffer.derbyshire.gov.uk>

- Miss Martin is also our school Family Support Worker. She is able to be a listening ear and offer support, advice and guidance to parents/carers and families around specific issues you may be struggling and faced with at home including:
- Being worried about your child's behaviors
- Being worried about your child's emotional health
- Being worried about your child socially
- Support within the family home.

How accessible is Dovedale Primary School to children with
SEND?

School is spacious and easily accessible for children who may need additional equipment. However, to increase accessibility a number of adaptations have been made to the building and grounds.

- All areas of school are accessible for children and adults using a wheelchair.
- There is a disabled toilet in the main building and the current key stage one building.
- The play ground covers a large, flat surface. While there are steps down to the playground from the path there also small ramps at either end.

What are the different types of support available for children with SEND at Dovedale Primary?

As a school we offer support for ...

- Social, Emotional and Mental health needs

—————> this may include low self esteem, attachment disorder or anxiety.

- Communication and Interaction needs.

—————> this may include the need for involvement from speech and language specialists.

- Cognitive learning.

—————> this may include children who are struggling in class and may be displaying signs of dyslexia.

- Sensory and or physical needs.

—————> this may include children with visual or hearing impairments or have mobility difficulties.

We may then seek support from outside agencies, we would need your permission to do this. Agencies we may contact could include Educational Psychology, CAMHS, Paediatrician and speech and language.

As a school we support all children, but in particular those with SEND by:-

- Having Teaching Assistants to support in each phase - EYFS, Key Stage One, Lower Juniors and Upper Juniors. They work in class to support children on a one to one, in small groups or by taking them out of class to work on individual targets.
- Support programmes / intervention in place across school, an example of this is Nessy

We may also seek advice from external agencies and where applicable professional may come into school to support staff or work with the children. For some of these services school fund this support through the SEND budget. Such support may include:-

- Educational Psychology Service
- SEND Inclusion Team
- CAMHS - Child and Adult Mental Health Service.
- Family Support Worker (Miss Martin)

Other support is provided and paid for by the Health Service (Derbyshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy

As a school we also run several nurture groups. Miss Martin, the SENDCo and Mrs Mather are trained 'Thrive Practitioners.'

They are trained to work with children on a one to one basis to support children with the emotional needs.

<https://www.thriveapproach.com>

Miss Martin and Mrs Mather run 'Family Thrive' a six week course to support adults in the family home establish routines and support their child's emotional well being. This year courses take place on a Tuesday afternoon 1.30pm - 3.00pm.

In addition to this all teachers teach weekly PSHE lessons that gives the children time to reflect on their thoughts and feelings. These lessons are also linked to British Values, Citizenships and our schools REACH values.

How will the school let me know if they have any concerns
about my child's learning in school?

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning - this can only be done with your full consent.

How is extra support allocated to children and how do they move between the different levels of support?

The school budget, received from Derbyshire LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - They then decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Where applicable advice and strategies recommended by outside agencies such as Educational Psychology will be implemented into the day to day teaching for SEND children.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a level will be given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet working at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called Formative Footprints. In EYFS the small steps or celebration checkpoint assessment programme is used for children with SEND.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children on the school SEND Register will have an 'My SEND learning programme' this will be written with the child and their family to ensure everyone's needs and thoughts are taken into consideration. Small step targets will be written and reviewed on a termly basis with the child's family.
- The progress of children with an EHC Plan or Inclusion Pannel Funding is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO / Head Teacher and Assessment Coordinator will also check that your child is making good progress within any individual work and in any group that they take part in. The children's progress will be monitored using the schools tracking system (Scaled scores) on a termly basis.

What support do we have for you as a family of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you at a mutually agreed time to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- My SEND Learning Programmes will be reviewed with your involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What extra curricular activities are available for pupils with SEND?

We provide a wide range of after school activities that are of offer for all children. Over the year we have activities linked to sports, music, drama and art. Most are free and run by school staff, some are led by outside porviders and there may be a fee for some of these.

How will we support your child when they are starting at Dovedale,
moving to a new class or leaving this school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All information from outside agencies and My SEND Learning programmes will be shared with the new teacher.

If your child would be helped by a book to support them understand moving on then this will be made for them.

- In Year 6:
 - The SENCO / year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school.
 - There are opportunities for children with ASD to attend specialist sessions.
 - Your child will complete a focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Children with SEND are invited to attend the MAP group, one afternoon a week during the last half of the summer term at Long Eaton School and additional sessions at Wilsthorpe.

What should you do if you are not happy about the SEND provision your child is receiving?

If you have concerns over the SEND support in school please speak to Mrs Houseman or Miss Martin or seek further guidance from the complaints section of the website which can be found in the concerns and complaints section of the information tab.

We hope that you have found this Information report useful.

- If you have any questions, wish to discuss things further or feel that there is something we can do to improve the services we offer for our SEND children then please do get in touch. You can do this by..
- Ringing the school office on 0115 9735984
- Emailing the school office for general enquiries - info@dovedale.derbyshire.sch.uk
- Emailing the SENDCo - jmartin@dovedale.derbyshire.sch.uk
- Visiting our school website - <http://www.dovedaleprimaryschool.co.uk>