

# Dovecotes Primary School

## Special Educational Needs and Disability (SEND) Information Report



Spread your wings, learn new things,  
fly as high as you can.

Reviewed by D.Turtle: September 2023  
Date Adopted by Governing Body: Autumn term 2023  
Review date: September 2024

## OUR CORE VALUES:

- **Be Ambitious**

Aspire to be the best you can be.  
'If you can dream it, you can do it.' ~ Walt Disney

- **Be Kind**

Show empathy towards yourself, others and the environment.  
'You can always, always give something, even if it is only kindness.' ~ Anne Frank

- **Be Honest**

Show you are trustworthy and reliable members of our school family.  
'Honesty is always the best policy.' ~ George Washington

- **Be Brave**

Have the confidence to take risks and find the resilience to bounce back when things go wrong.  
'Do not judge me by my success, judge me by how many times I fell down and got back up again.' ~ Nelson Mandela

- **Be Creative**

Use your imagination to solve problems and express yourself.  
'Imagination will take you everywhere.' ~ Albert Einstein

- **Be Healthy**

Look after both your physical and mental health.  
'A child's mental health is just as important as their physical health.' ~ Kate Middleton

- **Be YOU**

## OUR MOTTO:

Spread your wings, learn new things, fly as high as you can.

## What is a SEND Information Report?

- It is a document that is designed to provide information to parents/carers, pupils and stakeholders' of the protocols, provision and expectations that our school offer for our learners.
- It provides answers to key questions about Special Educational Needs and Disabilities (SEND), including what we provide for our learners and the graduated approach.
- This information report also forms part of the Wolverhampton Local Offer. This can be accessed using the link at the end of this report.

Dovecotes Primary School apply the definition for Special Educational Needs and Disability from the SEND Code of Practice (2015). This states:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, that is **different from or additional to** that normally available to pupils of the same age.'*

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is

*'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

- This report will be reviewed annually by our SENCO, Headteacher and Governors.

### Key Contacts

SEND Coordinator: Mrs Turtle

Head Teacher: Miss Challenor

Link SEND Governor: Mrs Platt

Pastoral Lead: Mrs Hehir

All staff can be contacted on the schools' telephone number or email address:

01902 558284

[dovecotesprimaryschool@wolverhampton.gov.uk](mailto:dovecotesprimaryschool@wolverhampton.gov.uk)

## Dovecotes aims of provision for our pupils with SEN and/or disability

At Dovecotes Primary School, we aim for all our pupils with Special Educational Needs and /or disability to:

- ❖ have access to the full curriculum through appropriate levels of scaffolding and support through high quality teaching;
- ❖ identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- ❖ have access to their learning environment with any reasonable adjustments being made;
- ❖ participate and engage in all activities with peers that also include the wider curriculum i.e. residential visits and extra-curricular activities.
- ❖ ensure that every pupil experiences success in their learning and achieves to the highest possible standard;
- ❖ “promote pupil’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.
- ❖ be prepared for stages in their life leading to

## Categories of SEND provided within the school

All children with SEN are welcome to apply to Dovecotes. Our pupils all have different needs. We aim to provide provision to meet their needs under four areas of Special Educational Needs:

### Communication and Interaction

This includes children who have speech, language and communication needs which result in them having difficulty communicating with others, as well as children who are or maybe on the Autistic Spectrum and are likely to have difficulties with social interaction and literal language.

### Cognition and Learning

This includes children whose learning difficulty could result in them in needed extra support in particular areas of the curriculum, children who have a specific learning difficulty (SpLD) such as Dyslexia or Dyspraxia or children who have moderate learning difficulties (MLD).

### Social, Emotional and Mental Health

This includes challenging behaviours as a communication for a need, behaviours seen as anxiety, withdrawn, low self-esteem or concerns around eating and self-image along with children who have attachment disorder, ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder).

### Sensory and/or physical needs

This includes children who require special provision because they have a disability that causes a barrier to their learning from making use of the educational facilities provided, such as a Hearing Impairment (HI), Vision Impairment (VI) or a Physical Disability (PD) requiring ongoing support. This area also covers sensory processing disorders.

A pupil that has an EHCP will have their need stated within their plan and their provision will be outlined under the four areas.

## Identification of children's needs

At Dovecotes we follow a whole school approach for identifying children's needs, commonly known as 'The Gradated Approach'. We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress using a variety of assessment tools for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Struggles to match or better the child's previous rate of progress
- Struggles 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, emotional or communication needs.

These concerns are discussed within pupil progress meetings. Slow progress and low attainment will not automatically mean a child is recorded as SEND but monitored and placed on intervention.

When deciding whether special educational provision is required, we start with reviewing assessment data, including expected progress and attainment, provision received and views and wishes from children and parents. We will then complete a 'Wave One' sheet and a Record of Concern form with desired outcomes to monitor the provision through the 'Graduated Approach'. This approach follows four stages like a cycle; Assess, Plan, Do, Review. For more information about this approach/cycle please refer to Appendix 1, our SEND policy and Chapter 6 of the SEND Code of Practise 2015.

Children with English as an additional language, will have a first language assessment and be partnered with a buddy. Through the 'graduated approach' it is highlighted that a child isn't making expected, an assessment tool called the 'CAMEL' will be administered to investigate whether their need is EAL or a SEND need. Parents are contacted at the earliest opportunity to discuss needs and enlist their active help and participation.

## Consulting and involving children and parents

We have 3 termly parents' evenings, where progress and attainment are discussed. If a child has been highlighted as not making expected progress or struggling with learning, discussions are had with parents and pupils at the earliest opportunity, targets and next steps are set. These targets are monitored and if no progress has been made, additional conversations are held with parents and children. These conversations will make sure that:

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

Notes of these conversations will be added to the child's record and parents will be informed that their child will receive SEN Support.

## Assessing and reviewing the needs of our children

The Graduated Approach used within the school is used to assess, plan, do and review children's needs and targets.

The class teachers' work with the SENCo, Senior Leadership and external agencies to carry out a clear analysis of the child's needs. This will draw on:

- ❖ The teacher's assessment and experience of the pupil
- ❖ Their previous progress and attainment or 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 child's own views
- ❖ Advice from external support services, if relevant

All staff working with pupils with SEN are made aware of their needs, the outcomes sought, and any teaching strategies or approaches required. The assessments are reviewed regularly, along with the effectiveness of support, interventions, and their impact on the child's progress.

Children who have been identified as SEN, will be placed on the school's data system, as SEN Support or SEN Support + depending on their additional provision put in place. They will also be given individual targets on their 'Pupil Passport', which are reviewed 3 times a year and outline their views, aspirations for adulthood, needs and successful strategies to enable them to achieve.

If your child has multiple SEND needs and have the involvement of outside agencies, school ask for an Early Help to be opened to enable agencies to work together to support the child and parents/carers. If you or the school and professionals feel your child is not making expected progress with the additional support already in place, they may suggest a referral for an 'Assessment of Needs' from the Local Authority which may lead to an Education Health Care Plan (EHCP). Meetings with take place annually to review the EHCP if successful.

## Measuring progress

- ❖ Pupils within Early Years are assessed against the school's personalised curriculum. This is carried out through interactive play, observations and pupil's work and responses. Early Years also use the assessment tool 'WellComm' for communication and language skills.
- ❖ Pupils in Years 1 – 6 are assessed in reading, writing, maths and science on at least a termly basis.
- ❖ Year 1 pupils complete a formal assessment for their 'phonic ability'; pupils that do not achieve expected levels are supported for additional phonic intervention and assessed again in Year 2.
- ❖ Pupils that have been identified as SEN have their own individual targets and these are reviewed termly; however, they are monitored using the graduated approach.
- ❖ If children are working below age related expectations, we use a SEN toolkit to place the child on a band that is appropriate for their level and teachers will asses using the band system, ensuring progress can be made and measured at their level.
- ❖ Pupils with EHCP's are assessed against their long-term outcomes set out by the Local Authority.
- ❖ Pupil's progress is discussed within 'pupil progress' meetings between the Head teacher and class teachers. Targets and provision are reviewed termly. This is shared with parents/careers within parents' evenings, termly.
- ❖ Pupil passports are reviewed in consultation with the SENCo, pupils, class teachers and support staff termly. Review sheets are completed and shared with pupils and parents.

## Supporting children moving between phases and preparing for adulthood

When a pupil moves on to another school, information is shared when the pupil has started at their new settings. We support our pupils through transitions by all pupils been offered an induction session in their new year groups, new settings. Some of our pupils require additional induction/transition sessions and the school work closely with other settings to accommodate this.

Examples are shown below:

- Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the summer term of Year 5 and a transition plan is put in place for support.
- Yr 6 children will attend transition days held by Secondary schools to attend their new settings. This is normally within the Summer Term. Before these sessions discussions are held between schools of pupils' needs and support.

## Approaches to teaching for our children with SEND

Teachers are responsible and accountable for the progress, development of all pupils in their class and their pastoral care. Every teacher is a teacher of SEND.

High quality teaching is our first step in responding to children who have SEN. This will be adaptive or scaffolded for individual pupil.

When pupils have been identified with Special Educational Needs or a Disability, they will be given SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets. These targets will be set according to their need and placed on pupil passports. Targets are shared with parents/carers.

If appropriate, specialist equipment may be given to pupils and interventions will be put in place. Examples of interventions/provision can be seen below:

- ✓ Multisensory Approaches
- ✓ Concrete Apparatus/Visual Aids
- ✓ Colourful semantics
- ✓ Emotional Coaching
- ✓ Makaton
- ✓ Specific equipment i.e. writing slopes, magnifying pebbles, coloured overlays, large print books
- ✓ ICT programmes
- ✓ Reading Fluency
- ✓ Mindfulness
- ✓ Precision Teaching
- ✓ Small focus groups – Keep up to catch up!
- ✓ Talking Partners
- ✓ Pre-Teach
- ✓ Scaffolding and adaptive teaching
- ✓ Cool Kids
- ✓ Sensory Tools
- ✓ Zones of Regulation

All interventions are based on results from assessments and identified needs within the class and monitored. The school have a lovely sensory room and buttercup room that is used as a place of relaxation, group intervention and focussed 1:1 activities.

Out of school activities, before and after school clubs and extra-curricular activities are fully inclusive and accessible to all. Additional arrangements for pupils with SEND may be made as required. All pupils with SEN are encouraged and have full access to the activities on offer, including trips and residential and are encouraged to take part in roles such as school council and peer supporting to ensure their voice is heard within school.

### Children's involvement in their own learning

All pupils with a pupil passport are involved in setting and reviewing their targets, at their ability. They are given the opportunity to discuss their progress and discuss their strengths and areas of development. A discussion is also taken place around what support/strategies help them within the learning environment and questions around their leaning environment itself.

### Adaptions to the curriculum and learning environment

We endeavour to create a curriculum and learning environments for all with high quality teaching and learning and a whole school approach to our curriculum, ensuring all members of the school community have an input towards it.

We make the following adaptions to ensure pupil's needs are met:

- Using scaffolding within lessons to ensure pupils have smaller steps to climb to access our curriculum.
- Using a SEN assessment toolkit to ensure pupils are able to achieve small steps
- Adapting our curriculum to ensure all pupils can access it, for experience, by grouping, 1:1 work, teaching style, content of lesson, etc
- Using recommended aids, such as workstations, laptops, coloured overlays, talking tins, visual timetables/keyrings, larger font, task boards, slopes, pencil grips, sensory tools.
- Adaptive teaching approaches, for example, giving longer processing times, pre-teaching vocabulary, reading instructions aloud, modelling visually and auditory etc

Please also refer to our accessibility policy.

### Additional support for learning

The school have a team of staff who are funded from the SEN budget and deliver 'Intervention' programmes. The needs of our pupils are reviewed frequently to ensure appropriate resources and provision are in place to provide an inclusive environment for all. Provision could include 1:1 work or small group work.

Teachers and support staff are the best resource at Dovecotes Primary School and we invest in training to ensure pupils have access to high quality first teaching. We have a Pastoral Lead and Youth Mental and Health First Aider's in school to support Social, Emotional and Well-Being, positive behaviour and promote confidence. Staff are regularly trained in a variety of support programmes including the Youth Mental and Health First Aid, Speech and Language (ELKAN), Numicon (for visual mathematics), phonics, precision teaching, restorative practice, sensory breaks, cool kids and social stories. Other training sessions include 'Autism Awareness'.



## Support for improving emotional, health and social development

At Dovecotes we welcome and celebrate diversity. We have a caring, understanding pastoral ethos, looking after our children. Pupils with SEN are encouraged to be part of the school council, clubs and events that support friendship and team building.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo, and Pastoral Lead for further advice and support. This may involve working alongside outside agencies such as Health Care and Social Services, our School Nurses, etc. The school has in place several policies that safeguard and support our pupil's well-being (i.e., behaviour policy, safeguarding policy, SEND policy, PSHE policy and Equal Opportunities policy). These policies are all accessible on the school's website and school office.

We have a zero tolerance approach on bullying.

If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse and parents/carers. These are shared with all staff who are involved with the pupil. We have named Paediatric first aid trained staff within the school and staff receive training every year on Asthma, Epipen and Epilepsy. Where necessary and in agreement with parents/carers, medicines are administered in school but only if parents have signed a medical consent form available from the school office.

Staff will support pupils in the event of a 'personal accident' e.g., wetting or soiling themselves. Parents/carers are informed at the end of the school day or by a phone call, if required. Please refer to the school Intimate Care Policy.

## Evaluating the effectiveness of SEND Provision

We evaluate the effectiveness of provision for our pupil's with SEN by:

- Reviewing pupil's individual progress towards their SMART targets and goals each term
- Reviewing the impact of interventions towards their learning within the class each term
- Using pupil questionnaires
- Monitoring by the SENCO, Senior Leadership Team and Local Authority
- Using provision data to measure progress each term
- Pupil Progress meetings each term
- Evaluating targets through the graduated approach
- Holding annual reviews for children with EHC plans

## What should I do if I think my child has Special Educational Needs?

Initial discussions are with class teachers, which will lead to conversations with our SEND Coordinator. However, if you require a conversation with our SEND Coordinator, please contact the school and ask for Mrs Turtle. If she is not available, please leave a message and she will get back to you as soon as she can.

## Who should I contact if I have concerns regarding my child's SEND Provision?

If you are not happy with the provision that your child is receiving, please speak to Mrs Turtle to discuss your concerns. If you still feel that you have concerns, please refer to the Complaints policy on the school's website.

## External Agencies working with the school

The school have strong links and relationships with services within the borough. There are times when it may be necessary to consult and liaise with external agencies to receive specialised expertise and support. Some of these agencies include:

- ✓ Educational Psychologists (EP)
- ✓ Special Needs Early Years' Service – SNEYS
- ✓ Outreach Services
- ✓ Children's Therapy (Occupational Therapy/Speech and Language Therapy - SALT)
- ✓ Sensory Inclusion - Hearing and Visual Impairment Team
- ✓ Health Visitors and School Nurses
- ✓ GEM Centre (paediatricians)
- ✓ Specialist Teachers
- ✓ Sensory Inclusion Team
- ✓ Inclusion Team
- ✓ Police
- ✓ Strengthening Family Support Workers in the nearby 'Dove Strengthening Families Hub'
- ✓ English as an Additional Language support team– EAL.
- ✓ The Switch Project – a behaviour support service for schools; within the attached Dovecotes Arts Centre.
- ✓ CAMHS (Children and Adolescents Mental Health Services)
- ✓ Reflexions

A referral is made with parents' consent and then services (outside agencies) work with individuals, sometimes within schools, reporting back to school staff and parents.

## Contact details of support services for parents/carers of children with SEND

Dovecotes Primary School Website for policies and procedures

Wolverhampton City Council – Local Offer – [Wolverhampton Local Offer for SEND](#)

Wolverhampton Information Advice & Support Service – 01902 556945, Website:

<http://wolvesiass.org>, email address: [ias.service@wolverhamotin.gov.uk](mailto:ias.service@wolverhamotin.gov.uk)

IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)

Autism West Midlands – [www.autismwestmidlands.org.uk](http://www.autismwestmidlands.org.uk)

Wolverhampton GEM Centre – 01902 444670

Speech and Language – 01902 44363

Special Educational Needs Early Years' Service – 01902 558406

Sensory Inclusion – 01902 555937

Occupational Therapy – 01902 444670

Dove Strengthening Families Hub – 01902 550087

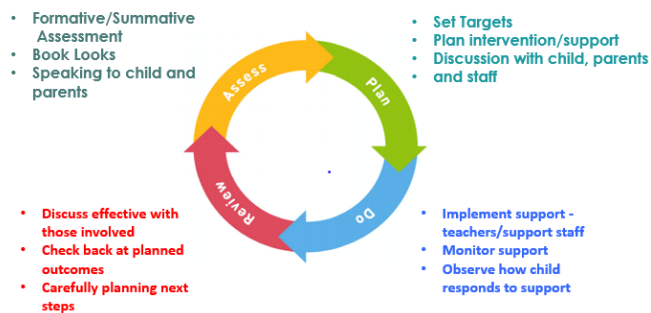
CAMHS – Child and Mental Health Services – 01902 444670

Education Psychology Service – 01902 550609

Specialist Learning Support – 01902 555934

## Appendix 1

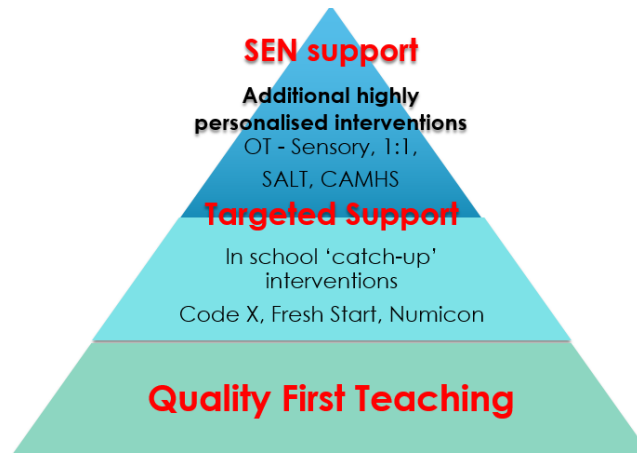
An example of the 'Graduated Approach' Cycle;



The cycle is an ongoing cycle that is not considered as a single process. There may be multiply cycles depending on the child and needs i.e., language difficulties, communication, number difficulties, sensory needs etc. The aim of the approach/cycles is to support the child in all areas of need. Our reviews are ongoing and so are our discussions with parents; however, we have termly scheduled reviews with parents/carers.

We will use this information 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.

Within 'The Graduated Approach' support is identified as 'Waves of Intervention'. These are illustrated below;



*Wave 1* (the bottom of the pyramid) – is the expectation of 'High Quality First' teaching, where good quality teaching and pitching work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e., it is part of the planning, beliefs and core values of the school as a whole.

*Wave 2* – is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycle of Assess, Plan, Do, Review.

*Wave 3* (the top of the pyramid) – is usually where an external specialist may be asked to advise on more specialised support, generally where a child has not progressed as well as expected with the current additional support/interventions. This would form part of subsequent cycles of the graduated approach and parents/carers consent is always asked for.