

Dovecote Primary and Nursery School



SEND Information Report

2024/25

(Reviewed annually)

In September 2015 a new SEND Code of Practise was introduced. This new code of practise requires each local authority to publish a “Local Offer”. Nottingham’s local offer can be found at:

[Link to Nottingham City Local Offer](#)

Schools are required to publish a “school offer” on their website. Our school offer outlines the provision at Dovecote Primary and Nursery School for pupils with SEND. To view our school offer please follow the link below:

[Link to Dovecote Primary School Local Offer](#) [add link](#)

Where a child has additional needs we work alongside the Nottingham City Special Education Needs Team to ensure a consistent approach is employed to support all children. These can be found here:

[Link to Nottingham City Schools Provision Maps](#)

Our SEND policy can also be found on our website and should be read alongside the following policies.

- Accessibility Plan
- Equality
- Behaviour

[Who should parents/carers talk to if they have a concern about their child’s learning?](#)

Any concerns should first be raised with your child’s class teacher and then a meeting with Mrs Hudson, our school SENDCo, can be arranged

[How does our school know if children need extra support?](#)

There are many ways children are identified as having SEND here at Dovecote. These include:

- Discussions with parents who raise a concern about their child’s academic, social or physical progress.
- Discussions with a professional either within or outside of school who may feel a child’s development or progress is cause for concern.
- Daily assessment of learning and behaviours in school.
- Half termly reviews of attainment and progress, which indicates if children are performing significantly below where they are expected to be at their age.
- A report from a doctor indicating a health related issue or diagnosis.

What are the areas of SEN needs?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

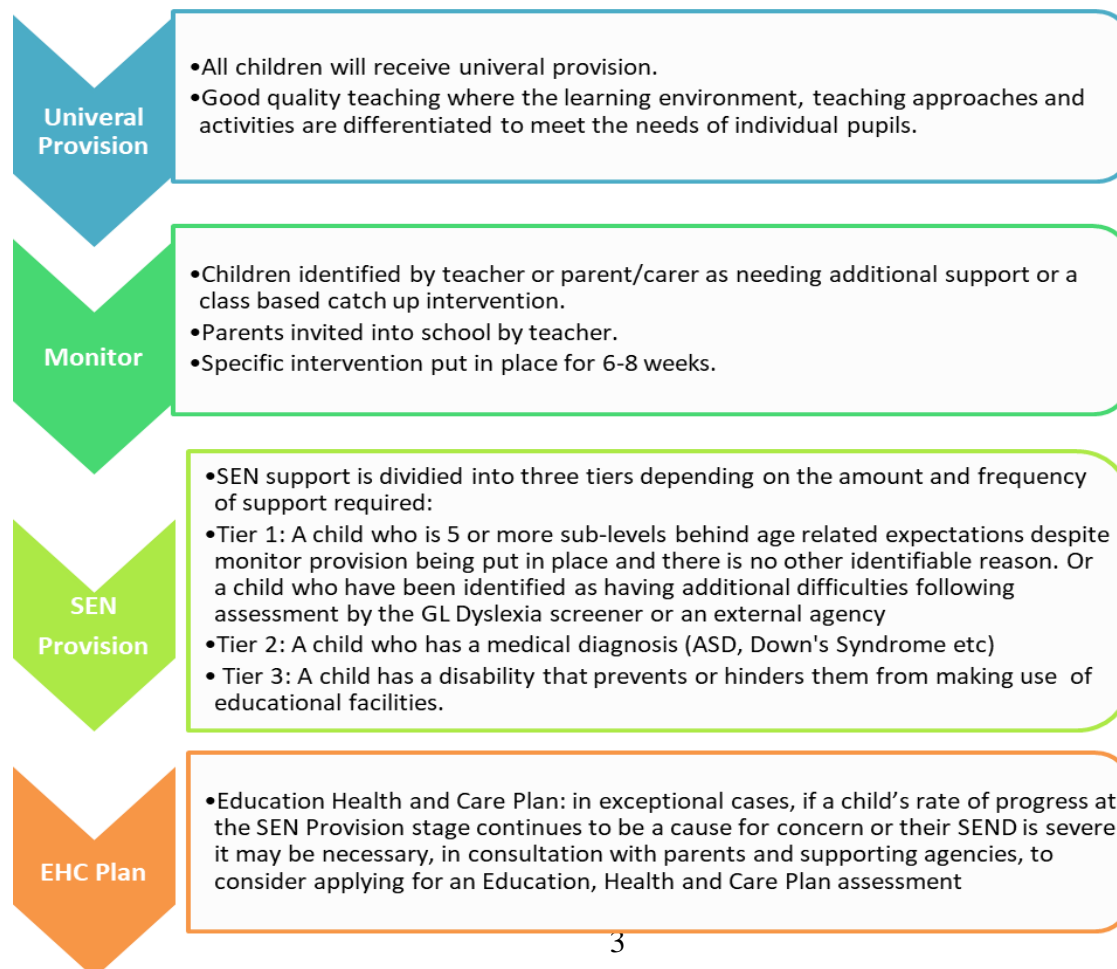
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

What will school do to support my child?

When your child is identified as needing extra support they will either be put on the Monitor register or the SEND (Special Education Needs and Disabilities) register. If they are put on the Monitor Register your child's outcomes will be set and their progress monitored by their class teacher, however they may receive support from teaching assistants, other teachers or agency support workers. The process of providing support is through an Assess, Plan, Do, Review cycle:

We have implemented a graduated response to SEND provision that recognises there is a continuum of special educational needs and disabilities. A child is receiving SEND provision if it is 'additional to' and 'different from' quality first teaching that is available to all children.

The flow chart below details the graduated stages of provision that we offer in our school.



The process of providing support is through the Assess, Plan, Do, Review cycle:



Assess

For children on the SEND register the class teacher, parents and SENDCo will discuss the child's needs and ensure support is in place to support those needs. Where there is limited improvement with a child's progress a specialist assessment may be requested (with parental consent) from outside agencies.

For children on the Monitor register, the class teacher and parent will meet to discuss the child's needs and ensure support is in place to match those needs

Plan

The interventions and support to be put in place, as well as the expected outcomes and progress will be agreed jointly between parents, class teacher and SENDCo.

Do

The class teacher, with support from the SENDCo will undertake the implementation of support and interventions that could include- in class support for specific lessons, small group support, 1:1 targeted intervention support, outside agency support.

Review

At an agreed point, the class teacher, parents and SENDCo will meet to discuss and review the effectiveness of the support and impact on the child's progress. For children on the Monitor register, the class teacher and parent will meet to review the progress.

Where there is an Education Health Care Plan in place this will be reviewed as a minimum every 12 months.

Who will support my child?

Your child's class teacher will plan and assess your child's learning. In conjunction with this, the SENDCo oversees all support and achievement of any child on the SEND or Monitor register across the whole school. Additionally, the SENDCo supports individual teachers with provision and assessment. Your child will have support from teachers, and may have either small group or individual support from Learning Support Assistants and/or support from specialist teachers from the SEN Team at Nottingham City Council.

How is the decision made about what type and how much support my child will receive?

The class teacher, parents and SENDCo will discuss the child's needs and what support would be appropriate and effective for them. Children will require a different level of support and provision in order to close any gaps. There will be ongoing discussions with parents regarding the provision in place for their child at termly meetings. Children with SEND at Dovecote may benefit from a number of interventions which can be put in place. These are shown on the whole school provision map.

Dovecote Primary and Nursery School Offer is below:



How regularly is support reviewed?

The interventions are monitored by the SENDCo through individual provision plans which are reviewed and updated termly. The provision plans highlight a child's individual outcomes and the support that will be put in place to enable the child to meet them. The impact of this support is also shown on the provision plan.

How do we know if the support has had a positive impact?

- Verbal feedback from class teachers
- The child is making progress academically against national expectations and the gap between where they were and where they need to be is closing.
- By reviewing the child's outcomes and ensuring they are being met.
- Learning walks, lesson observations, pupil interviews, work analysis and data analysis will also provide evidence that interventions are having a positive impact.

Children may be assessed as no longer needing SEND support following assessment by an outside professional, when they have met national expectations or they have made sufficient progress.

How will my child's learning be matched to his/her ability?

Class teachers plan all learning according to the specific needs of all groups of children in their class and will ensure that their needs are met. Learning will be adapted to allow all children to meet the learning objective in a way that is suitable for them. Children may work individually or in groups but this is dependent on the support they need and the task they are completing. Specific strategies and resources will be used to support your child.

What opportunities will there be for me to discuss my child's achievements?

Communication with parents is of vital importance at Dovecote. You are very welcome to come in at any time to make an appointment to meet either with class teacher or SENDCo to discuss your child's progress. Parents are invited to termly SEND provision review meetings to discuss achievement, support and outcomes.

If your child has more complex SEND they may have an Education and Health Care Plan (EHCP) which means that a formal meeting, with the involvement of outside agencies, will take place to discuss your child's achievement and a report will be written. This will take once each academic year.

How will my child be able to contribute their views?

Every child on the SEND register will have the opportunity to contribute in a manner that is appropriate to them, children have the opportunity to discuss their progress and termly outcomes with their teacher and parent on a 1:1 basis as appropriate.

How does the school know how well my child is doing?

The class teachers continually assess each child's strengths and any areas where further support or challenge is needed. Children who are not making expected progress are identified through regular pupil progress meetings which take place between class teachers, Head Teacher and the SENDCo. In these meetings a discussion takes place regarding all individual children and what further support and challenge can be given to accelerate their progress.

When the child's SEND outcomes are reviewed, comments are given against each outcome to show the progress made. If the child has not fully met the outcome the reasons for this will be discussed and the outcome may be adapted into smaller steps or a different approach may be tried to ensure progress is being made.

We also know that for many children progress isn't simply based on academic progress, so a holistic approach is taken to SEND review meetings. All of a child's achievements will be discussed and celebrated, which will then be recorded as part of their review.

What pastoral care is available?

Pastoral Care is the support for a child's personal needs or concerns, not necessarily just their academic progress. We are very lucky at Dovecote as we have a number of staff members who are trained to run a range of interventions to support children with any social and emotional barriers.

Teaching Assistants have received Key Attachment Training, Emotional Literacy Support Training and Emotion Coaching Training to allow them to support on an individual basis and group basis.

We are fortunate to have a School Counsellor who works in school 1 day a week and is able to provide help, support and advice to children. These are considered in a case by case basis.

We are also able to offer social skills groups, resilience groups and nurture provision.

How does the school manage the administration of medicines?

Dovecote has a Medical Conditions and Medicine Policy regarding the administration and managing of medicines on the school site. If your child has specific medical need then please contact either your child's class teacher or the SENDCo so the support can be put into place. Depending on the specific medical need, your child may need a health care plan to be written to inform staff of the specifics of the condition and what must be done to support the needs of your child. If your child requires medication prescribed by the doctor that cannot be administered at home please complete a medication form that is available from the school office. School staff do not administer day-to-day medicines, such as paracetamol and cold remedies.

How are the school governors involved? What are their responsibilities?

We have a Governor, Claire Colmore, with responsibility for SEND who meets regularly with the SENDCo. The SENDCo meets with the Governors at points throughout the year to inform them about the achievement of children with SEND; this does not refer to individual children and confidentiality is maintained at all times. The Governors are responsible for agreeing policies which relates to this area of school life.

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

We access support from a range of outside agencies including, but not limited to:

- Speech and Language Therapy
- The Educational Psychology Service
- The Autism Support Team
- Inclusive Education Service
- The Behaviour Support Team
- Educational Welfare Officers
- Children and Adult Mental Health Service (CAMHS)
- Behavioural, Emotional, Mental Health Pathway (BEHT)
- Paediatricians
- Occupational Therapy
- Physiotherapy Team
- Sensory Impaired Service
- The School Nursing Team

How are the staff qualified in support children with additional needs?

Our staff undergo regular professional development and training which includes but is not limited to:

- Dyslexia friendly teaching
- First Aid training
- Moving and Handling Training
- Training for use of epi pens and training in medical conditions such as diabetes
- Signs and symbols
- Intensive Interaction
- Precision teaching
- Child Protection
- Supporting children with Autism
- Supporting children with Attachment difficulties
- Read, Write Inc
- Keeping Children Safe in Education
- Positive Handling

Please also see our school offer which is located on page 5 of this document.

How will my child be included in activities outside the classroom including school trips?

Pupils with SEND will always be entitled to the same experiences and opportunities as all other pupils. This includes extra-curricular clubs and educational trips. Where additional support is required, careful consideration will be given to how this can be provided. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Any child, not just those on the SEND register, who are deemed a risk to the safety and well-being of themselves and other children may be restricted access to school trips and visits.

How will my child be kept safe if they present with unsafe behaviours?

For some children who present with unsafe and dangerous behaviours, a risk assessment will be put in place in consultation with school staff and parents, in the context of the school environment. This will be used alongside an individual handling plan should a child present with challenging behaviours which can only be managed by using positive handling techniques. Staff are trained every year in these techniques and only trained staff are permitted to use them.

How accessible is the school environment?

The school is in a favourable position in relation to physical access for children with disabilities as the building and the whole site is fully DDA compliant. Our building is all on one level and most outside doors are wheelchair accessible if required. There are a number of disabled toilets and changing facilities throughout the school.

How will the school prepare and support my child to join the school?

To ensure a smooth transition to school we will:

- Before children start in our Reception classes parents are invited to a parent meeting which takes place the term before they are due to start.
- Children and parents are invited to come in for drop in sessions, one in the morning and one in the afternoon, the term before they start in Reception.
- Staff receive and use relevant paperwork from their current setting e.g. any SEND or medical information.
- Arrange visits before your child starts school, for parents and children, which if this happens during the school year will be led by our Assistant or Deputy Head Teacher.
- Meet with agencies already involved with your child e.g. Speech and Language therapists to discuss their targets.
- If a child has SEND, in partnership with their current setting, we would plan a tailored transition to meet their individual needs. This could include the SENDCo visiting the child in the setting, meetings with parents and specialists and visits prior to them starting. It is also possible to plan a phased transition or staggered start if this is something that would benefit the child.

How will school prepare and support my child with yearly transitions and transitions to secondary school?

We understand that changing classes, teachers and schools can be a difficult time for all children and may be particularly challenging for some children with SEND. We aim to ensure that every transition is as well managed as possible for those children affected. Within school transitions can be daunting and we will support a smooth transition from year groups or phases by:

- Enabling children with SEND to have additional visits to new classes and hubs;
- New teachers will be invited to the summer term SEND provision review to meet parents and to ensure they have a clear picture of the child's needs and the support they will need;

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- Towards the end of the summer term current teachers will meet with the new class teacher to discuss the pupil's strengths, difficulties and ways to support that the child will benefit from.

We will support your child's move to secondary school by:

- Organising specialist agency support for transition and extra visits to secondary schools.
- Provide information about the needs of your child to their transferring school through meetings and paperwork.
- Complete transition booklets to support your child in becoming familiar with the new routines of the school, e.g. maps and timetables.
- Invite the Year 7 staff and Special Needs teachers from secondary school to come to the last review meeting of Year 6.

Who can I contact for further information?

The first point for contact would be your child's class teacher to share your concerns. If you have any further questions regarding Special Educational Needs then Mrs Hudson will be happy to meet with you to answer your questions. To arrange an appointment, please ring the school office on 0115 9152953 or e-mail senco@dovecote.nottingham.sch.uk