

	 	
	Dovers Green School – SEND Information Report 2022-2023 – Year 1	School self-evaluation
		RAG rating
The kinds of special educational needs and disabilities that are provided for	<ul style="list-style-type: none"> • Dovers Green is a mainstream Infant school with an attached Communication and Interaction Needs Centre (CoIN), which is a specialist setting for children with a range of special educational needs. Please refer to the CoIN Information Report for further information. • We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff are trained to be able to cater for children who may have difficulties with: <ul style="list-style-type: none"> ○ Cognition and Learning ○ Communication and Interaction ○ Social, Emotional and Mental Health ○ Sensory and/or physical • We make reasonable adjustments to our practices so as to comply with the Equality Act (2010). 	Embedded
Policies for identifying children and young people with SEND and assessing their need.	<ul style="list-style-type: none"> • We have rigorous monitoring in place that tracks the progress our children make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment such as observation notes to identify additional needs and celebrate achievement. • When an additional need has been identified, tried and tested interventions are planned to support children. These include Precision Teaching, literacy and maths interventions and social skills groups. If appropriate a child will have an Individual Support Plan with very specific outcomes which are reviewed four times a year as part of our 'Assess, Plan, Do, Review' cycle. • Having identified needs, we seek to match provision to need and take advice from outside agencies, eg SALT, STIPs or Ed Psych. Parents/carers are invited into school if it is 	Embedded

	<p>felt that a child would benefit from an intervention programme so that they understand what the programme involves and how they can best support their child at home.</p> <ul style="list-style-type: none"> • All additional support programmes and interventions are overseen by the Special Educational Needs Coordinator (SENCo) and all teachers are teachers of inclusion and special educational needs. 	
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education.</p>	<ul style="list-style-type: none"> • At Dovers Green we know that all children are individuals and have their own special needs which we address through our creative and differentiated curriculum. • Partnership with parents is given high priority. • Parents are encouraged to speak to the class teacher, SENCo or the headteacher about any concerns they have. Mrs Lucy Williams is our SENCo and can be contacted via the school office or email - lucywilliams@dovers-green.surrey.sch • We regularly share progress feedback with all our children and their families, through consultation evenings and a detailed annual report. We have an open door policy and parents/carers are encouraged to raise any concerns as soon as possible. The Headteacher and Deputy Headteacher are usually on the playground every morning which provides parents/carers the opportunity to discuss any issues informally. • Every effort is made to ensure that parents/carers know what they can do at home to support learning at school. Parents receive curriculum information half termly and our website also provides an additional link between home and school, providing an opportunity for children to share what they have been doing in school with their parents/carers. A regular message is sent through Seesaw (our chosen remote learning platform) so that parents can talk to their child about what they have been learning that week. Homework is also assigned through this platform. • We also have a regular reporting cycle where parents are informed about their child's progress. Parents are invited to attend two parent/teacher consultation evenings and receive a detailed written annual report. • To help parents support their child at home, we host a number of curriculum evenings including an evening for parents of children in the Foundation Stage to help families understand how we teach different aspects of the curriculum and how it is assessed and reported. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • We believe in supporting the development of parenting skills and our Home School Link Worker is on hand to support in this area, as well as signpost parents to suitable workshops. We also work in collaboration with other agencies such as the Community Nursing team. 	<p>Embedded</p>

<p>Arrangements for consulting young people with SEND and involving them in their education</p>	<ul style="list-style-type: none"> • We fully adhere to the principles set out in the SEND Code of Practice of involving children and their families in all aspects of their education. Our children are very young (4 - 7) and many have significant difficulties with speech, language and communication, but wherever possible we involve them in their one-page profiles and annual Reviews. If they are unable to contribute, their views, interests, achievements and support needs are presented on their behalf. • Children are aware of their targets and what they are expected to do to succeed in each lesson through the sharing of learning and outcomes and individual targets. 	<p>Embedded</p>
<p>Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.</p>	<ul style="list-style-type: none"> • A variety of assessment tools are used to monitor and track the children's progress. Data analysis enables us to track progress and determine if a child is making expected, better or lower than expected progress. Regular Progress Meetings help us to monitor the children's progress, reflect on the next best steps and plan appropriate intervention programmes. • Through on-going assessment and observation, all teachers are very clear about where all the children are in terms of their learning and can therefore plan the next steps in learning. • Individual Support Plans (ISPs) are reviewed four times a year and these are shared with parents. • When appropriate, targets from Speech and Language and Occupational Therapists will be incorporated into these plans. 	<p>Embedded</p>
<p>Arrangements for supporting children and young people moving between phases of education in preparing for adulthood.</p> <p><i>As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent</i></p>	<ul style="list-style-type: none"> • We have a robust Induction programme in place for welcoming new children to our setting. • Our Provision Management system records which aspects of our environment help children learn and this information is passed on in transition. An INSET day provides teachers the opportunity to discuss in detail each child to ensure that transition from one year to the next is as smooth as possible. • We have good relationships with any feeder settings as well as settings children move on to. Teachers have the opportunity to meet with pre-school settings in the summer term and hold meetings with colleagues from receiving junior schools. • Year 2 children have the opportunity to spend a day at their new school in the summer term, with more visits arranged if it is felt appropriate. 	<p>Embedded</p>

<p><i>living and participation in society. (As Dovers Green is an Infant School this is not applicable.)</i></p>		
<p>The approach to teaching children and young people with SEND.</p>	<ul style="list-style-type: none"> • All our teachers have very high expectations of their own teaching. They work hard to ensure that the learning environment is one that fosters independence and gives every child the opportunity to succeed (Wave 1 provision). This is monitored regularly by the leadership team. • Robust pupil monitoring systems ensure that any child who is not making expected progress is quickly identified and intervention programmes can be implemented according to need. All interventions are monitored for impact and outcomes are defined at the start of any intervention. • Our curriculum is designed to meet the needs of all children, taking into account different learning styles and interests. • Autism specific strategies such as the use of visual supports and structured teaching are used to reduce barriers to learning for some children. • Individual Support Plan targets are shared and discussed with parents/carers. • The SENCo oversees all additional support and Governors are provided with information on the impact of intervention programmes through annual reports. • If necessary, a 'One Page Profile' will be completed in consultation with the family and if appropriate, the child. This will give everyone involved with the child a clear understanding of their needs and how best to support them. 	<p>Embedded</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND.</p>	<ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and practice. • We have an Accessibility Plan which shows how adaptations are made to the building, curriculum and information so that all aspects of school life can be accessed by all children and their families. • Our school is on one level and ramps provide access to the playground and the Early Years outside area. • Acoustic tiles have been installed in the hall to help meet the needs of children with a hearing impairment or sensitivity to noise. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners and this may include seeking advice from specialist services to provide equipment and resources such as adapted IT equipment. 	<p>Embedded</p>

<p>The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status. • All external partners we work with are vetted in terms of safeguarding. • One of our SENCos has a certificate in teaching children with specific learning difficulties, severe learning difficulties and a diploma in autism. • We regularly invest time and money in training our staff to ensure that there is high quality learning and teaching in all classrooms that meet the needs of all children, for example 'Autism awareness' training and 'Emotion coaching' . Some staff have received additional training such as Emotional Literacy Support (ELSA) and Better Reading partnership, so that they can deliver high quality interventions to small groups of children. Teachers also use Precision Teaching training and Read Write Inc. • Time is allocated at each staff meeting to ensure that staff are kept up to date on any new initiatives and issues relating to special educational needs and disability when necessary. • Staff training staff - BRP, TA's training other TA's and sharing best practice. • We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within their learning environment. Our designated teacher for Looked After Children is Ms Nicki Starling. She can be contacted through the school office or via email headteacher@dovers-green.surrey.sch.uk. She meets with social services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically. 	<p>Embedded</p>
<p>Evaluating the effectiveness of the provision made for children and young people with SEND.</p>	<ul style="list-style-type: none"> • We monitor the impact of interventions through provision maps together with regular meetings and tracking of pupil progress, including RAG rating and intervention monitoring forms. • Information on intervention programmes is shared with governors through detailed reports. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual children's needs. 	<p>Embedded</p>

	<ul style="list-style-type: none"> • We seek to ensure value for money service, so all interventions are costed and evaluated. • Our budget is allocated according to our Provision Management system. 	
How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have a SEND.	<ul style="list-style-type: none"> • Our Inclusion Policy promotes involvement of all our children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and where applicable parents/carers are consulted and involved in planning. 	Embedded
Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.	<ul style="list-style-type: none"> • All our staff are regularly trained to provide a high standard of pastoral support. • We have trained three Teaching Assistants (ELSAs) to provide Emotional Literacy Support. • Two Teaching assistants have been trained to provide 'Drawing and Talking' therapy. • A weekly assembly celebrates those children who have tried hard to follow our monthly value which includes the importance of sharing, taking turns and perseverance. • Relevant staff are trained to support specific medical needs and in some cases all staff receive training. The 'Supporting Children at School with Medical Conditions' policy details how children with physical and mental conditions are supported within school. Where appropriate, children will have an Individual Healthcare Plan which outlines the child's condition and what is in place to support them. • Our Health and Safety Policy provides guidance on the safe administration of medicines. • Our Personal, Health and Social Education (PSHE) policy details how we support the children's emotional and social development. • Our Behaviour and Anti-Bullying policies includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff. It is reviewed annually and shared with parents. We hold an Anti-Bullying Week and a themed week which focuses on British Values. • We regularly monitor attendance and if there are any concerns our Home School Link Worker supports parents to improve their child's attendance. • Pupil voice is central to our ethos and this encouraged in a variety of ways including a School Council and Eco Committee which have representatives from each class. • We have achieved The Healthy Schools award. 	Embedded

	<ul style="list-style-type: none"> • Pupil Questionnaires. 	
<p>How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.</p>	<ul style="list-style-type: none"> • We have a number of established relationships with professionals in health and social care. In addition we regularly utilise the expertise of Surrey's specialist teachers and services including Educational Psychology, Learning and Language Support and Behaviour and Pupil Support. If it is felt that a child would benefit from the advice and support from an outside agency, parents will be informed and consent sought. • All external partners we work with are vetted in terms of safeguarding. 	Embedded
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at the school.</p>	<ul style="list-style-type: none"> • Parents/carers are encouraged to talk to the Headteacher or their child's class teacher. Further information and support can be obtained from the school's SENCo who will arrange contact or referral to any other agencies if this is necessary. • Further information can be found on the school website www.dovers-green.surrey.sch.uk. • A copy of the school's complaints procedure can be found on the school website. Where a resolution between the parent and school cannot be reached, then parents will be advised to seek external support through Surrey Parent Partnership www.surreyparentpartnership.org.uk. Independent advice and support can also be sought from www.familyvoicesurrey.org 	Embedded