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| | SEND Information Report - Dovers Green ASD Centre 2025-26 | School self-evaluation |
| | | <i>RAG rating</i> |
| The kinds of special educational needs and disabilities that are provided for. | <p>The ASD centre (Autism Spectrum Disorder) is attached to our mainstream school. We are one of the local authority's specialist centres designed to meet the needs of children who:</p> <ul style="list-style-type: none"> • benefit from following the mainstream curriculum with specialist targeted support. • may have speech, language and communication needs, autism or specific learning difficulties. • may have high levels of anxiety present. • All children will be in receipt of an Education Health and Care Plan (EHCP) or be in the process of statutory assessment. Admission to the Centre is through the Surrey County Council SEND admissions process, details of which can be found on the Surrey website www.surreycc.gov.uk/schools-and-learning/schools/admissions | <i>Embedded</i> |
| Policies for identifying children and young people with SEND and assessing their need. | <ul style="list-style-type: none"> • Children attending our ASD Centre must have an Education, Health and Care Plan (EHCP) or be in the process of statutory assessment. The EHCP identifies this setting as the most appropriate provision. It also outlines the particular needs of each child and recommends the resources, teaching strategies and multi-agency involvement, such as speech and language therapy, that are needed to meet these needs. • On-going assessments and observations enable us to write targets for each child under the 4 broad areas of need relating to SEND and across the curriculum. These are small steps targets relating to the EHCP Outcomes. We use a software programme called 'Show Progress' to record targets and collect evidence in the form of pictures and text. Targets are formally reviewed termly, although targets may be adapted or extended as appropriate throughout the course of a term. Targets are shared with parents and carers so that they can work on them at home. • The annual review of the EHCP ensures that it reflects the child's current needs. | <i>Embedded</i> |

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| | <ul style="list-style-type: none"> • If your child has emerging or additional needs further advice and assessments would be sought from other professionals such as the Educational Psychologist, Occupational Therapists or Autistic Spectrum Disorder (ASD) outreach teachers. • We have monitoring in place that tracks the progress our children make in all areas of the curriculum. We use Target Tracker; an assessment system in line with the mainstream school and 'Show Progress' to show smaller steps of progress made towards personalised targets relating to EHCP needs and outcomes. • 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. | |
| <p>Arrangements for consulting parents of children with SEND and involving them in their child's education</p> | <ul style="list-style-type: none"> • Our partnership with parents ensures we have a two-way dialogue to support a child's learning, needs and aspirations. • We regularly share progress feedback with all our children and their families, through consultation evenings and a detailed annual report. • An annual review enables everyone working with a child to come together to discuss progress and plan for the year ahead. 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. For those children who come by taxi, daily Home-School contact books enable us to share any information or concerns. In addition, children are given a scrapbook so that parents can provide information on what activities their child engages in over the course of a weekend. This is then shared with the rest of the class and provides an additional link between home and school. • Every effort is made to ensure that parents/carers know what they can do at home to support learning at school. A message is sent home twice weekly using the 'Seesaw' app so that parents and carers can talk to their child about what they have been doing in school that day and it is also used to celebrate achievement. Some children have access to an app to support maths learning at home called 'Numbots'. • Parents receive curriculum information half- termly and our website provides an opportunity for children to share what they have been doing in school with their parents/carers. | <p><i>Embedded</i></p> |

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| | <ul style="list-style-type: none"> • We host a number of curriculum evenings with an opportunity to attend subject specific workshops alongside parents of children in the mainstream or more bespoke workshops aimed at parents of the children who attend the ASD Centre. We also offer an evening for parents of children in the Foundation Stage to help families understand what learning is expected and how they can best support their child's needs. 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 as such offer support via our Home School Link Worker. We also work in collaboration with other agencies such as the Community Nursing team. • Parents are invited to contribute through a number of means, including questionnaires. • Our Governing Body includes Parent Governors/representatives. • There is an active Parent-Teacher Association. | |
| <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"> • On-going assessments and observations enable us to set smaller steps targets towards achieving EHCP outcomes for each child across the curriculum and under the 4 broad areas of need relating to SEND. We use software called 'Show Progress' to record the smaller step targets and collect evidence in the form of pictures and text. Targets are formally reviewed termly, although targets may be adapted or extended as appropriate throughout the course of a term. Targets are shared with parents and carers so that they can work on them at home. • Adaptive and responsive teaching is embedded in our curriculum and practice. 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 their next steps. • Children's progress is measured on a termly basis using a range of assessment tools. Children in Foundation Stage and Year 1 are assessed against the statements in the 'Early Years Statutory Framework 2025' until they enter the Primary National Curriculum. • For children working below the Year 1 curriculum of the National Curriculum when they enter Year 2, small steps assessment markers are used so that we can more accurately track the progress that children with special educational needs make and target their next steps in learning. These targets are then incorporated into 'Show Progress'. • We set realistic, but challenging targets for all the children. • Children are involved in contributing towards their reviews where appropriate in the summer term. | <p><i>Embedded</i></p> |

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| <p>How does the school know if children need extra help and</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. | <p><i>Embedded</i></p> |
| <p>What should I do if I think my child may have special educational needs?</p> | <ul style="list-style-type: none"> • Our motto is 'We are all special and we are all different' and this is regularly reinforced in class and assemblies. Partnership with parents is given high priority. • Parents are encouraged to speak to the class teacher, the Head of Centre, who is also the Special Educational Needs Coordinator (SENCo) or the headteacher about any concerns they have. | <p><i>Embedded</i></p> |
| <p>How will school support my child?</p> | <ul style="list-style-type: none"> • The Education, Health and Care Plan outlines the particular needs of each child and recommends the resources, teaching strategies and multi-agency involvement, such as speech and language therapy, that are needed to meet these needs. • During their Foundation Stage year, if appropriate children are included into the mainstream so that they can access the play based curriculum and develop social relationships. As the children move into key stage (KS1), the curriculum becomes more formal and the language and pace of lessons can make it more difficult for the Centre children to access the curriculum. We therefore only join KS1 when it is appropriate to do so and if a child is going to benefit from inclusion in the mainstream class. | <p><i>Embedded</i></p> |
| <p>How will the curriculum be matched to my child's needs?</p> | <ul style="list-style-type: none"> • Our curriculum is designed to meet the needs of all children, taking into account different learning styles and interests. Opportunities for over-learning and generalisation of skills are planned for. • Some children follow a personalised programme linked specifically to their small step targets and autism specific teaching such as 'Attention Autism' and 'Intensive Interaction' while other children access the curriculum and schemes of work used in the mainstream part of the school, taught at a different pace, such as 'Read Write Inc' phonics scheme and the 'White Rose' maths scheme of work. • Makaton is used in the centre to support children's learning as are other resources and strategies such as visual support, symbols and TEACCH (Treatment and Education of Autistic and other related Communication Handicapped Children). • We work closely with our Speech and Language Therapist to ensure that the curriculum meets the needs of our children with speech, language and communication difficulties and targets that can be worked on across the school day. • Advice from occupational therapy and physiotherapy is incorporated into the curriculum. • We have a fully equipped sensory room which helps to stimulate, develop or balance the children's sensory systems thereby helping them to be more ready to learn. | <p><i>Embedded</i></p> |

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| <p>What support will there be for my child's overall well-being?</p> | <ul style="list-style-type: none"> • We are committed to multi-agency working to ensure that the needs of the whole child are met. We have a speech and language therapist who works with us for two days a week and a speech and language therapist assistant who also supports the children for one day a week and professionals from other agencies including physiotherapy, occupational therapy and health visit the centre on a regular basis. As well as supporting individual pupils, these professionals advise staff around strategies and offer training. • All our staff are regularly trained to provide a high standard of pastoral support. • One of our Teaching Assistants is an ELSA (Emotional Literacy Support Assistant) who works with groups of children on their social, emotional and mental health based on need. • A weekly assembly celebrates those children who have tried hard to follow our half-termly value which includes the importance of sharing, taking turns and perseverance. • Relevant staff are trained to support specific medical needs and for some conditions all staff receive training. • Our Health and Safety Policy provides guidance on the safe administration of medicines. • Our Behaviour and Anti-Bullying policies includes guidance on expectations, positive reinforcement and rewards is fully understood and implemented by all staff. It is reviewed annually and shared with parents. • We regularly monitor attendance and if there are any concerns our Home School Link Worker supports parents to improve their child's attendance. • We have achieved The Healthy Schools award. | <p><i>Embedded</i></p> |
| <p>What specialist services and expertise are available at or accessed by the school?</p> | <ul style="list-style-type: none"> • All teachers in the Centre are qualified teachers. • 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 and The Specialist Teachers for Inclusive Practice. We also seek advice from Woodlands ASD Outreach and Freemantles. • All external partners we work with are vetted in terms of safeguarding. | <p><i>Embedded</i></p> |

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| <p>What training are the staff supporting children with SEND had or are having?</p> | <ul style="list-style-type: none"> • All our staff receive regular training to support them to fulfil their roles. Teaching staff and teaching assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which includes a range of specialist training such as understanding Autism, ADHD, PDA, language development, sensory integration, the Zones of Regulation and any other needs that are raised through our appraisal systems. • One Teaching Assistant is ELKLAN trained. • One Teaching Assistant is an ELSA (Emotional Literacy Support Assistant). • Three teachers have received training in Attention Autism. • Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate. • The majority of staff in the centre receive training in the Management of Actual or Potential Aggression (MAPA) or Positive Touch. • Our Teaching Assistants work under the guidance of the Speech and Language Therapist, Occupational Therapists and Physiotherapists to implement programmes to individuals or small groups of children. • 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. • 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. • All staff have up to date Safeguarding training. | <p><i>Embedded</i></p> |
| <p>How will my child be included in activities outside the classroom including school trips?</p> | <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. • Where possible we take the children out into the community to develop their life skills and to link with the curriculum to make their learning more concrete. | <p><i>Embedded</i></p> |
| <p>How accessible is the school environment?</p> | <ul style="list-style-type: none"> • Our Accessibility Plan is robust and we continually remind staff and children about the importance of treating everyone fairly, equally and with respect. | <p><i>Embedded</i></p> |

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| | <ul style="list-style-type: none"> • Our school is all 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>How will the school prepare and support my child to join the school transfer to a new school or the next stage of education and life?</p> | <ul style="list-style-type: none"> • We have a robust induction programme in place for welcoming new children to our setting which can be adapted to meet individual needs. Children are invited to come into school in the second part of the summer term for stay and play sessions. • Immediately prior to a child starting school, we will arrange a home-visit so that staff are up to date with a child's progress and to discuss any issues or concerns that have arisen over the summer holidays. • Children have a gradual start to school so that they can learn the routines of the day. • We have good relationships with any feeder settings as well as settings children move on to. Carefully planned transition programmes help us to ensure that children are as best prepared as possible when moving onto a new setting. | <p><i>Embedded</i></p> |
| <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <ul style="list-style-type: none"> • The ASD Centre is located in a new purpose built building adjacent to the main playground, which opened in May 2025. It is comprised of three classrooms each with a quiet group work room, a calming room and an outdoor space. The centre also has a sensory room, a spacious multi-purpose group room, a therapy room for Speech and Language and Occupational Therapy sessions and a hygiene room with changing facilities. • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual children's needs. • Our budget is allocated according to our Provision Management system. • When appropriate, additional resources such as specialist seating and adapted IT equipment will be provided in consultation with other agencies. | <p><i>Embedded</i></p> |
| <p>How is the decision made about what type and how much support my child will receive?</p> | <ul style="list-style-type: none"> • The children's EHCP identifies a banding level which reflects the child's current needs. This is agreed through discussion between parents, school and the Local Authority and is reviewed at least annually through the annual review process. • Our in depth knowledge of each child means that appropriate interventions are put in place accordingly. • All interventions are monitored for impact and outcomes are defined at the start of any intervention. • 'Show Progress' targets are shared and discussed with parents/carers. | <p><i>Embedded</i></p> |

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| | <ul style="list-style-type: none"> The SENCo oversees all additional support and Governors are provided with information on the impact of intervention programmes through annual reports. | |
| <p>How are parents involved in the school?</p> <p>How can I be involved?</p> | <ul style="list-style-type: none"> Our partnership with parents ensures we have a two-way dialogue to support a child's learning, needs and aspirations. Parents are invited to contribute through a number of means, including questionnaires. Our Governing Body includes Parent Governors/representatives. There is an active Parent-Teacher Association. | <i>Embedded</i> |
| <p>Who can I contact for further information?</p> | <ul style="list-style-type: none"> Parents/carers are encouraged to talk to the Head of Centre, one of the centre teachers or if necessary the Headteacher. Further information and support can be obtained from the Head of Centre who will arrange contact or referral to any other agencies if this is necessary. | <i>Embedded</i> |