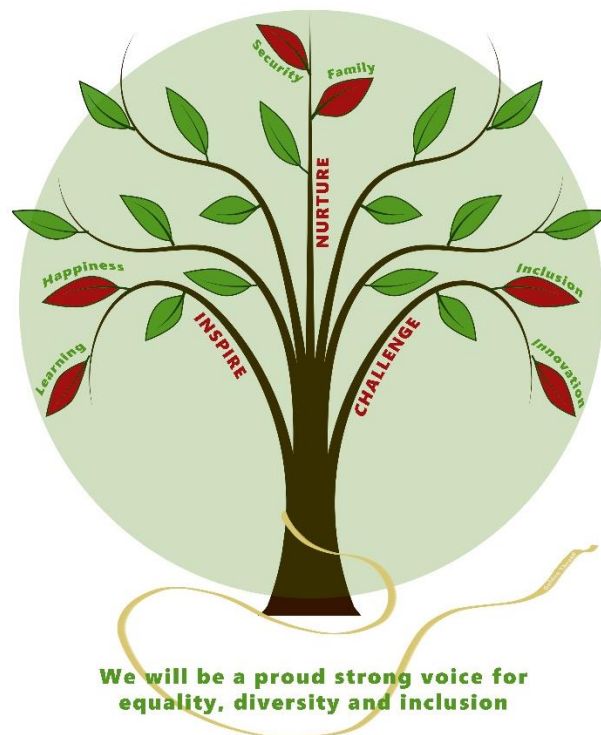


Dormansland Primary School



SEND Policy 2026-27

Date adopted	Autumn 1 2026	Next review due	Autumn 1 2027
Review period	Annual	Status	Statutory
Owned by	Faye Davies	Reviewed by	Governors

1. Vision Statement

At Dormansland Primary School, we are a warm, caring community school. We are continuously striving to ensure each person in our school will be given fair and equal opportunities to develop their full potential, regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. Inclusion is embedded across all aspects of school life. Leaders ensure that pupils with SEND access an ambitious, well-sequenced curriculum that is carefully adapted to remove barriers and promote independence.

We are committed to identifying ways in which all our children, regardless of their individual needs or abilities, can achieve their full learning potential through access to an inclusive curriculum, one that is broad, balanced, creative and challenging - and to a wide variety of opportunities and experiences. At Dormansland, every teacher is a teacher of every pupil, including those with SEN.

2. Definition of SEN

A pupil has SEND if they require special educational provision that is additional to or different from that made generally for others of the same age. This provision may fall under the category of Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health or Physical and Sensory.

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- SEND Regulations 2014

3. Key Roles and Responsibilities

It is a whole school responsibility to meet the needs of children with SEN. Some of the key roles and responsibilities within our school are given below.

SENCo

- The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCPs. Part of the role of the SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.
- SENCo's name: Mrs Faye Davies
- Contact details: Mrs Davies can be contacted via the school office on 01342 832359 or fdavies@dormansland.surrey.sch.uk
- National Award for SEN: Mrs Davies has gained this National award through Chichester University.

- SEN representation on the SLT: the Senior Leadership Team at Dormansland Primary School consists of Co-Headteachers, Senior Teacher

Other key roles and responsibilities within our school are:

- SEN Governor: Jenny Ashley
- Designated Teachers with specific Safeguarding responsibility: Mark Cook and Faye Davies
- Member of staff responsible for LAC: Faye Davies
- Member of staff responsible for managing PP/LAC funding: Mrs Faye Davies and Ms Louisa Blyde (School Business Manager)
- ELSA (Emotional Learning Support Assistant): Mrs Julie Lochhead, Mrs Emma Higginson, Miss Carmen Floyd

4. Aims

At Dormansland Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEN will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEN the support they need.
- Ambitious educational and wider outcomes will be set for them together with parents and child.
- We want all pupils to become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

5. Identification of Needs and Assessment

Identification is precise, timely and evidence-based, drawing on:

- Ongoing teacher assessment and progress tracking
- Observations and professional judgement
- Parental concerns and pupil voice
- External professional advice where appropriate

Slow progress alone does not indicate SEND.

The SEND code of practice outlines four broad areas of need:

Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Dormansland Primary School, we will identify the needs of each pupil and consider the needs of the whole child, which are broader than just the special educational needs of the child. This will ensure that we put in place the appropriate arrangements to meet the needs of your child.

6. A Graduated Approach to SEN Support

Assess

- Analysis of attainment, progress and need
- Teacher assessment and observations
- Consideration of pupil and parent views
- Use of external assessments where required

Plan

- Clear measurable outcomes agreed
- Provision and strategies identified
- Responsibilities clarified

Do

- Class teacher implements provision
- SENCO provides guidance and oversight

Review

- Termly review of progress and impact
- Provision adapted based on evidence

8. Provision and Practice

Quality First Teaching

All pupils receive high-quality, adaptive teaching. All Teachers:

- Adapt teaching and learning effectively
- Use scaffolding and modelling
- Adapt pace, content and support

Targeted Interventions

Additional support may include:

- Small group interventions
- 1:1 targeted support
- Pre- and post-teaching of key concepts
- Structured literacy and numeracy programmes

Interventions are time-limited and evaluated for impact.

7. How are children and parents/carers involved in this process?

Children

At Dormansland Primary School, where appropriate, every pupil is encouraged to participate in all decisions about their education. This equally applies to pupils who are receiving SEN support.

Parents/carers

At Dormansland Primary School we greatly value the role all parents/carers play in their child's learning and the impact of parent/carer involvement on pupil progress. As parents/carers, working in partnership with us is essential by:

- keeping the school informed of any problems, concerns or changes in your child's circumstances: this would normally be done by contacting either the school office or your child's class teacher
- attending meetings as required, accompanied by your child where appropriate
- ensuring regular school attendance of your child
- helping and supporting your child's learning, and giving encouragement and positive reinforcement, wherever possible.

8. SEN Provision

What does Additional Support mean?

SEN support can take many forms, and is usually for a specific length of time, linked to the "Assess, Plan, Do, Review" cycle. Your child's PSP will outline the Additional Support your child is receiving.

At Dormansland Primary School Additional Support could include:

- a special learning programme for your child
- extra help from a teacher, a TA, HLTA, SENCo, or ELSA
- making or changing materials and equipment
- small group work or individual support within the classroom

- groups for catch up with basic skills such as phonics, spelling, numeracy, handwriting, social skills and language programmes outside of the classroom
- behaviour monitoring charts and reward systems
- increased use of ICT
- use of visual timetables
- OT exercises
- observing your child in class or at break and keeping records
- helping your child to take part in class activity
- making sure that your child has understood things by encouraging them to repeat back instructions, ask questions and to try something difficult

Facilities for pupils with SEN

We feel that it is important that children with SEND spend the majority of time learning with their peers in their classroom. Individuals or small groups may work with a teaching assistant or teacher using the Jungle Room or the Aquarium as additional provision areas. They allow for enhanced provision for pupils with more complex needs through:

- Specialist teaching staff
- Therapeutic interventions, including:
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Emotional support (ELSA, Thrive)
 - Social communication programmes
 - Sensory regulation support

Provision focuses on independence, communication and readiness for learning.

9. Transition

The school supports pupils through key transitions by:

- Sharing detailed information with receiving settings
- Providing enhanced transition support where needed
- Working closely with families and professionals

10. Training and development

At Dormansland Primary School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEN. Aspects of our training and development include:

- Informal meetings between the SENCo and a member of staff when either has a concern.
- Weekly SEND issues raised in staff meetings
- Staff being involved with training in line with the school development plan
- The SENCo organising training related to SEN to teachers and support staff (for example how to support children with language difficulties)
- The SENCo meeting with new staff and NQTs to induct staff on SEN policy and practice issues related to their role.
- HLTS's and TA's being trained to deliver specific interventions
- The SENCo regularly attending SENCo meetings

11. Comments, compliments and complaints

Concerns should be raised initially with the class teacher, then SENCO or Headteacher.

Formal complaints follow the school complaints procedure.