

Dobcroft Infant School & Preschool



SEND Information Report 2023/24

Article 23

If I have a disability, I have the right to special care and education.

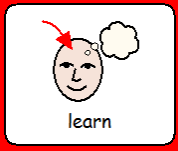
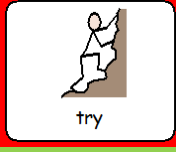
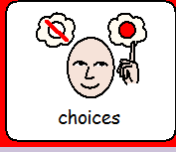








Article 29

I have the right to become the best I can be.



Our Vision	<i>To provide a foundation for fulfilled lives, inspiring and creating confident learners.</i>
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Our Values	Enjoy learning  learn	Try our best  try	Make good choices  choices	Respect each other & surroundings  respect	Work together  together	Celebrate our successes  success
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<i>Key People</i>		
Kat Holmes SENCO		I lead and manage SEND in school. I work on Tuesday, Wednesday and Friday. How to contact me: senco@dobcroft-inf.sheffield.sch.uk 0114 2368099
Cathy Rowland Head teacher		I lead and manage the whole school. How to contact me: headteacher@dobcroft-inf.sheffield.sch.uk 0114 2368099
Zoe Singh Deputy head teacher		I am the inclusion lead. How to contact me: deputy@dobcroft-inf.sheffield.sch.uk 0114 2368099

Our vision for SEND

Dobcroft Infant School is an educationally inclusive school. We believe that all children, regardless of ability and behaviour, are of equal value. Children with SEND are not viewed as a separately; but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Our ambition for pupils with SEND

We are ambitious for all children with SEND. We want them to make excellent progress and support them to reach their full potential. We want to ensure that all children with SEND feel included and build strong relationships with others in the school community. We want to give them the knowledge and skills they will need for life.

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

The four categories of SEND

Schools follow the guidelines from the government's [SEND Code of Practice](#), where SEND is broken into 4 categories:

1. Communication and interaction, including:

- Autism
- Social communication difficulties (other than autism)
- Speech and language difficulties

2. Cognition and Learning, including:

- Learning difficulties
- Dyslexia
- Focus, attention or memory difficulties

3. Social, emotional and mental health including:

- ADHD/ADD
- Anxiety and low mood
- Dysregulated behaviour

4. Physical/sensory needs, including:

- Visual impairment
- Hearing impairment
- Physical needs (eg cerebral palsy, developmental co-ordination disorder).
- Medical needs

Some children have more than one type of SEND.

We welcome children with any of the above types of SEND who have applied for a place. If a child has complex needs, we consider admissions on a case-by-case basis (through an Educational Health and Care plan consultation). For more information on this, please contact our SENCO.

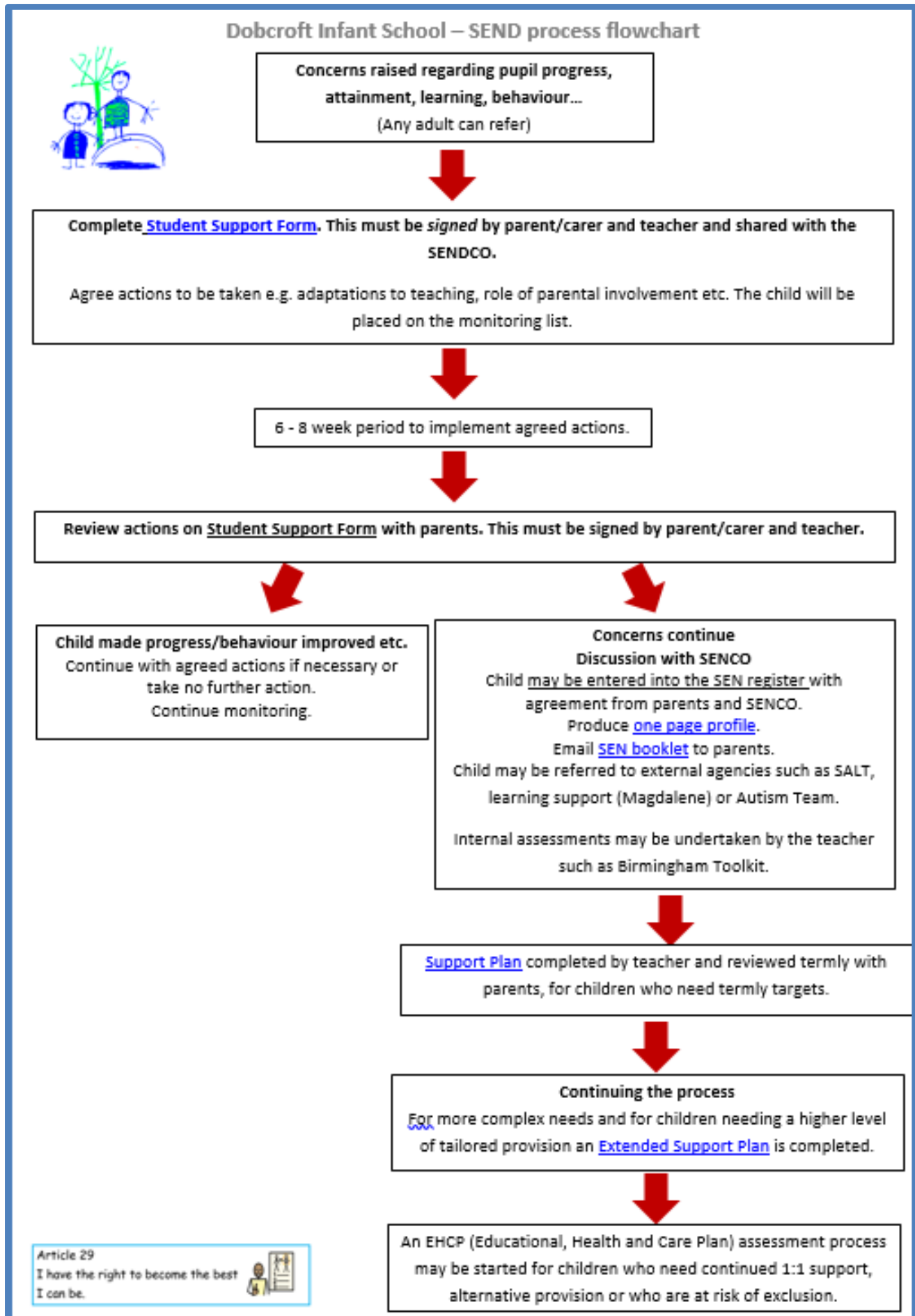
Identification of SEND

- **Before a child starts at our school or preschool:** Some children already have identified needs and these are discussed with parents and at visits to alternative pre-school settings. Any review meetings arranged by the pre-schools in the term before children are admitted to Dobcroft are attended by our staff.
- **In school:** All teachers are teachers of pupils with SEND and are responsible for identifying pupils with SEND as early as possible. This could be through teacher observation, teacher assessment, and screening or assessment tools. If staff have concerns that a child may require SEND support, they will have a discussion with parents and fill in a student support form. This involves identifying areas of need and outlining the support their child is needing. This is reviewed after 6-8 weeks and may result in children going onto the SEN register with parent permission.
- **Parents:** This could be from information provided by parents or in discussion with parents. Staff at our school recognises that parents know their children best and we are keen to discuss with them concerns or observations they have about their own children.

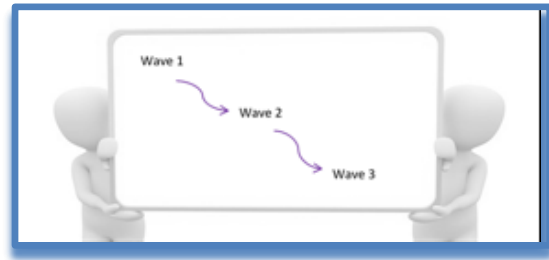
Where appropriate, referrals are made to outside agencies including, Learning Support, Early Years Inclusion, Educational Psychologist, Autism Team, ADHD nurse, MAST. Referrals to Ryegate, for example if a parent thinks their child may have Autism or ADHD, may be made by one of these agencies or by a parent via their own GP. School can write a supporting letter for parents to take to the GP.

Support services we work with	
Learning Support <ul style="list-style-type: none"> • Magdalene Lake – Lake Learning • Contact details via the SENCO 	NHS Speech and Language Therapy <ul style="list-style-type: none"> • Laura Klabis • 0114 226 2333
Educational Psychology (EPS) <ul style="list-style-type: none"> • 0114 250 6800 	Autism Team <ul style="list-style-type: none"> • Sophie Hughes – Link teacher • 0114 250 6800 • Autism.educationteam@sheffield.gov.uk
Child Mental Health Support (CAHMS) <ul style="list-style-type: none"> • 0114 271 6540 	0 – 5 SEND team <ul style="list-style-type: none"> • Liz Hodkin – link teacher • 0114 273 6411
Deaf and Hearing Impaired Team <ul style="list-style-type: none"> • 0114 273 6410 	Community Continence Service <ul style="list-style-type: none"> • 0114 305 3240 • Children’s Community Confidence Clinic, Centenary House, 55 Albert Terrace Road, S6 3BR
Visual Impairment Team <ul style="list-style-type: none"> • 0114 294 1201 	Community Paediatrics <ul style="list-style-type: none"> • 0114 305 3378
Ryegate Children’s Centre <ul style="list-style-type: none"> • 0114 271 7656 	Family Intervention Service (previously MAST) <ul style="list-style-type: none"> • 0114 203 7485

Our SEN flowchart shows in more detail how we identify SEND.



Meeting children's needs



Children's SEND needs are varied and not all children need the same level of support. Some children may only need small adjustments, others might need more intervention. We match the level of support to the child's level of need in a **graduated approach**.

At Dobcroft we have three waves of support:

Wave 1

This is quality first teaching led by the class teacher. It includes:

- Teachers who are ambitious for all their children.
- Well planned lessons that offer extra scaffolding and support to those who need it.
- Resources to help all children succeed (e.g. writing frames, number lines, talking postcards).
- Acknowledging and embracing the different learning styles and personalities of the children.
- Assessment to help the teachers know when children are ready to move on in their learning.
- Following our trauma-informed approach to build positive relationships with children and to support children to manage their emotions and behaviour.

Wave 2

This is for children who need extra support. It is often small group work, either in the classroom or elsewhere in school. For example:

- Small group interventions, for example for reading and writing.
- Extra teaching assistant support in lessons.
- Specialist SEND interventions such as *Attention Autism*, *Lego Therapy* and *LEAP*.
- Social skills groups.
- Sensory circuits.
- Emotional regulation groups.

Wave 3

This means personalised SEND interventions. For example:

- Targeted phonics support.
- Work to help fine or gross motor skills.
- 1:1 interventions such as speech therapy work.
- Social stories.
- 1:1 or small group support to access learning in the classroom.
- Adaptations to the child's environment (e.g. a visual timetable, a calming area).

How our curriculum and school is adapted

The curriculum is adapted to meet the needs of all children. All planning includes considerations for how materials and learning can be adapted to make it more accessible. Communicate in print and visual timetables are used throughout the school which provides SEN pupils with clear familiar visuals and routines. Shape coding is used to support children accessing literacy based subjects. Every classroom has a “Put It Right” area which includes a turn-around box and calming down tricks to help with emotional regulation. For pupils who need a quieter space to learn or regulate, we have our Butterfly Room and Cocoon and Nest. The Butterfly Room and Nest are used to deliver speech and language and other specific interventions, or for quiet learning or a sensory break for pupils with SEND trained teaching assistants. The Cocoon is a calming, sensory room.

Children and adults with a physical disability including those in a wheelchair, can access the school building via a wide path with a handrail leading to a wheelchair accessible door. There are entry and exit points allowing accessibility to all areas of school. The school has an accessible toilet and wet room and has railings and warning paint on all steps. School ensures that children with disabilities are able to take part in all activities inside and outside by risk assessing and providing equipment, support, or making changes to the learning environment. Recent examples of this have been hiring of a special pushchair that can be used on a beach and building wheelchair access to school’s forest area.

Prior to admission any parents or children with a disability are invited to visit the school to look at the environment and the approach to learning. Any concerns can be discussed with staff and early planning for entry is done between staff and parents using a multi-agency approach.

Pupils with SEN are included in all activities offered at school, including school trips and special events. We may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or the SENCO if they are worried about an upcoming event. We will share SEN requirements with **external** staff if they attend after school clubs so strategies can be put in place by the club to accommodate them.

Support for Social and Emotional Needs

We are proud to be a caring, nurturing and supportive school. We follow a relational, child-centred approach to behaviour management and emotional needs. Our staff are trained in Trauma Informed approaches. We believe that children need to feel happy, secure and safe in order to meet their potential. Each child is treated as an individual. If a child is exhibiting challenging behaviour we try to find the causes and then make adaptations or offer support to help alleviate this behaviour. Sometimes we need to work with parents and staff to create individualised behaviour plans to support children and staff with this.

Some of our teaching assistants are trained so that they can work on 1:1 basis with pupils who need emotional and social support. We also run social skills group and therapy for pupils to develop their social and emotional skills. We offer support at lunchtimes for those children who find playtime more difficult to cope with or who have physical needs. We work closely with the Family Intervention Service (previously MAST) and an intervention worker from their team is able to provide parental advice, signposts services or referrals for more intensive support. We are also supported by Harry

Jenkins, an Educational Mental Health Practitioner from the Healthy Minds team. He works with small groups and 1 to 1 to support children and families with emotional regulation and self-esteem.

Behaviour and relationships

At Dobcroft Infant School, we follow a Trauma Informed and relational approach to behaviour. We recognise that children with SEND in particular often exhibit challenging behaviour as a way of communicating anxiety or an unmet need. The teaching of good behaviour represents an opportunity to teach, nurture, provide boundaries and problem solve. Trauma informed approaches to behaviour aim to understand what a child might be trying to say to us through their behaviour. Staff strive to understand the function behind a behaviour.

Consistent expectations of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. We foster a restorative justice approaches which enable pupils to reflect upon their behaviour and to make amends. Some children benefit from having the opportunity to work with adults to develop ideas for repairing a situation, alongside an adult. An emphasis is placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the child.

Whilst consistency of approach is important for children and young people to feel safe and secure, it is also important to differentiate expectations and approach according to a child's abilities, needs and experiences. Whilst the majority of children will thrive when a whole school approach to behaviour is applied, some will need further support and intervention, and a few will require more intensive, individualised support.

All of our staff undergo termly Trauma Informed training and key information including adverse child experiences (ACES) and external factors are shared promptly with relevant staff. All of our staff understand that presented behaviour can be an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Assess: We decide what the child's needs are and assess progress they have made against their targets.

Plan: We set targets. We decide how we support the child to meet these targets.

Do: Everyone follows the agreed plans.

Review: We look at how well the plans worked and agree what to do next.

We hold review meetings 3 times a year so that we can agree targets in partnership with parents and review previous plans and progress. We also ask for the child's view through one page profiles and conversations with staff. This information comes together in a **support plan** which is created for your child.

If your child has more complex needs, we may create an **Extended Support Plan**, which includes extra information about a child's history and other agencies that might be involved with your child.

EHCPs

EHCP is short for *Education, Health and Care Plan*. An EHCP is a legal document. It describes a child or young person's educational, health and social care needs. It sets out the specialist provision needed. This is to meet the child or young person's needs and achieve agreed long-term outcomes. The local authority issues them after an EHC needs assessment.

Most children's SEND needs can be met without an EHCP. They are supported in the ways set out above, using the SEND funding we receive from the local authority. We use a child's support plan or extended support plan as a guide. A small number of children with more complex SEND may require an EHCP (about 2% of all children).

The [local offer](#) provides more information about EHCPs or you can talk to our SENCO if you would like more information.

Teamwork with Parents and Families

Parents are vital to the success of children with SEND as:

- Their knowledge helps us to get a complete view of a child's needs.
- They tell us what strategies work well at home for their child.
- Parents attend termly SEND reviews so that together we can review their child's progress as a team.
- Parents share useful information with us to help meet the child's need (e.g. clinic reports).



Support for Parents

As a school, we want to create an inclusive, open culture where families of children with SEND feel supported and valued. We understand the unique parenting challenges of children with SEND and some of the ways we offer support are:

- Termly coffee mornings for parents of children with SEND to meet.
- Termly review meetings (three times a year) with your child's teacher, and sometimes the SENCO.
- Transition reviews with their child's new class teacher/the junior school.
- Strong links with Dobcroft Junior School (and other settings if relevant) to support transition.
- A non-teaching SENCO available 3 days a week.
- Sharing information with parents of SEND through the school newsletter or on the [school website](#).

SENDIAS

SENDIAS is a free, statutory service that provides *Independent advice and support* for parents. They offer a range of help:

- Explaining legal and statutory processes
- National and Local SEN Policies
- Your rights and options
- SEN Support and The Graduated Response
- Education Health and Care (EHC) Needs Assessment
- Exclusion advice
- Complaints procedures
- Mediation and Appeals
- Communication between you and other services
- Advocacy for children, young people and families



Anyone can contact SENDIAS without referral, either via their [website](#) or on 0114 273 6009.

The Local Offer

The Local Offer is a website that is written for parents and families. It is a guide to all schools and services in our area. It includes information on:

- Schools
- Leisure activities
- Holiday activities
- Support services
- Health services (for example the speech and language therapy team).

[Click here for more information via their website.](#)

Our Team

Our SENCO, Kat Holmes, leads on SEND at Dobcroft Infant School.



- Mrs Holmes oversees and co-ordinated SEND provision for children.
- She supports and guides staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- She advises on the use of the school's SEND budget and resources to meet the children's needs.
- She identifies training needs and delivers internal CPD.
- She organises SEND reviews and manages support plans and EHCPs.
- She acts as the key contact for external SEND support services.

Our Head Teacher is Cathy Rowland



Our Deputy Head Teacher is Zoe Singh



- Mrs Rowland leads our school. She leads and manages the staff team, including the SENCO. She checks on the quality of our work. This includes the SENCO.
- Mrs Singh is our Inclusion Lead, which includes children with SEND as well as EAL children, looked-after children and those who access other outside agencies. She supports the SENCO in her role.
- Every half term Mrs Rowland and Mrs Singh meet with the SENCO and class teachers in inclusion meetings to discuss the progress and support needed for children in each class.
- Teachers are responsible for the development of *every* child they teach.
- They write and deliver the support plans for individual SEND children.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from support services.
- Teachers are the first line of communication for parents if they have concerns or want to discuss their child's needs.

Our teaching assistants

- Our teaching assistants are a vital and valued part of our team.
- They support **all** children in classes, including those with SEND.
- This can include both supporting children during lessons and also leading intervention groups or 1:1 work outside of the classroom.

Welfare Supervisors

- Welfare supervisors are a valued part of our team who support the children during their lunch time, which can sometimes be a challenging part of the day for SEND children.
- Open and frequent communication is supported between welfare supervisors and teachers so that they can support the children and have an understanding of their needs.



Our SEND Governor is Sarah Hinchliffe

- Sarah is a parent governor and knows the SEND system well both as a governor and a parent.
- She makes sure that the school makes the necessary SEND provision for pupils and complies with our legal duties.
- She meets with the SENCO at least three times a year to produce a report for the governors.

Developing our SEND Expertise

Our team have lots of SEND experience and expertise. However it is important we refresh and develop our learning and further develop our skills. We have regular SEND training at INSET days or staff meetings, sometimes with outside professionals.

Some of the training we have had in recent years includes:

- Makaton
- Autism
- SCERTS training
- Lego therapy
- NIP, VIP and LEAP
- Cued articulation
- Shape coding
- Attachment
- Trauma Informed Practise
- Healthy Minds
- Down Syndrome
- Sensory circuits



Transition

There is a comprehensive package for pupils joining the FS2 class. Pupils are visited in their nurseries and at home by the class teacher and teaching assistant. They are also invited to attend three sessions at the school during the summer term before they start. More vulnerable children are invited for additional visits, sometimes outside school hours when the classrooms are less busy. The SENCO and a FS2 teacher also attend transition review meetings at nurseries and liaise with the nursery/pre-school SENCO about children's needs. Pupils joining or leaving the infant school part way through have their information shared with the relevant SENCO.

During the final term pupils in Year 2 leaving for Junior School attend a day visit and also have a range of other activities with Junior/Infant staff and children. More vulnerable children, including some with SEND, have a personalised transition plan which includes more visits. Review meetings are held in the final term enabling parents and staff from both schools to share information and discuss future learning. The SENCO also liaises with the junior school SENCO and passes on any relevant information.

Transition within Year Groups

Transitioning between year groups can be an anxious time for children. To support children, teachers meet with the new class teachers in the summer term to hand over all of the relevant SEND information. If needed, children can have extra visits to their new classes or transition booklets are provided to help children with SEND have a smooth transition to their brand new class.

Other information

Handling complaints

If you have any worries or problems, please do come and speak to your child's teacher or the SENCO in the first instance. We want to work with you to put things right.

For further information, please follow the school complaints policy, which you can find on the [school website](#).

Evaluating our SEND policy

We evaluate the effectiveness of SEND provision with various stake holders. This happens in review meetings, half termly pupil progress meetings and by monitoring pre and post intervention work. Parents are often asked for feedback after targeted programmes have been delivered to group of children, external professionals are also invited to this meeting to comment on the progress. The SENCO and teaching assistants meet regularly to discuss and evaluate provision and share good practice. The SEN Governor meets with SENCO termly to assess effectiveness of provisions.

Finding out more

If you visit our [website](#) there are lots of other ways to find out more about SEND at Dobcroft.

You can find:

- The SEN and Disabilities policy, which is reviewed annually by the SENCO and school governors.
- Our Behaviour and Relationships policy.
- Positive Handling Policy
- Our Medical Policy.
- Lots of resources and information about varying SEN needs.

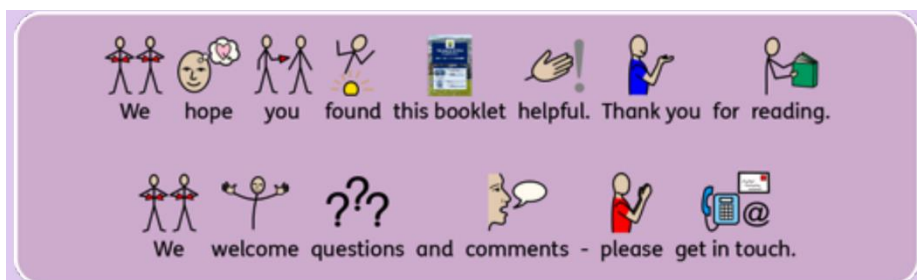
Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice – The Governments SEND rulebook. Find out more [here](#).

Equality Act – This 2010 law outlines our duties to make reasonable adjustments and not discriminate. Find out more [here](#).

The Children and Families Act – This 2014 law outlines our duties for children with SEND. Find it [here](#).



Glossary of terms

Here are definitions of a few of the terms and abbreviations you might hear or read.

- **SEN**: Special Educational Needs
- **SEND**: Special Educational Needs or Disability
- **SENCo**: Special Educational Needs Co-ordinator in the school
- **TA**: Teaching Assistant
- **WS**: Welfare Supervisor
- **LA**: Local Authority
- **SEN Register**: The list of children who have SEND in a school
- **SEN support**: Children who are on the SEN register and don't have an EHCP
- **EHCP**: Education, Health and Care Plan for children with significant/complex needs
- **Intervention**: Targeted support to accelerate learning in a specific curriculum area or to develop a skill which may be delivered to individual children or small groups of children. These will last for a specified length of time.
- **Review meetings**: For children on the SEN register there will be termly review meetings three times each year. At these meetings staff and parents will agree longer term outcomes (usually yearly outcomes) and the steps children need to take in order to achieve these.
- **Outcomes**: Longer term objectives that parents, staff and children are working towards.
- **Code of Practice**: Details of legal requirements that schools must follow without exceptions.

- **Adaptive teaching:** Teachers ensure that all children can access the curriculum and appropriate measures are put in place to ensure all children meet their potential.
- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.