

## SEND overview (linked to school information report)

Intent	Implementation	Impact
<p>At Doverly Down Lower School our intent for children with special educational needs and disabilities and their families is:</p> <ul style="list-style-type: none"> <li>-To make equality of opportunity a reality.</li> <li>-To provide a learning environment that enables pupils to make the greatest possible progress.</li> <li>-To allow pupils with SEND to achieve their full potential.</li> <li>-To provide a caring, supportive and inclusive learning environment.</li> <li>-To deliver a curriculum specifically tailored to develop life skills and confidence.</li> <li>-To nurture and enhance an enjoyment of learning.</li> <li>- To identify children who have presented barriers to their learning as early as possible to ensure that their needs are met and parents and carers are fully involved in the process.</li> <li>-To follow the Asses, Plan, Do Review process identified in the Code of Practice (January 2015) to identify need.</li> <li>-To be committed to narrowing the attainment gap between SEND and non-SEND pupils.</li> <li>-To nurture and enhance learning and life skills in order to support SEND pupils in making a successful transition into adulthood.</li> </ul>	<p><b><u>Initial identification of need:</u></b></p> <p>-Where a child’s attainment and / or progress in <b>any</b> area is below that which is expected for children of their age, a discussion is had between the class teacher or pre-school leader and SENDCo. An ‘Initial Concern’ form may be completed by the class teacher. If this is the case it will be shared with you and the SENDCo. Actions will be carried out as noted on the concerns sheet. These may include: further observations of your child working; further observations of your child’s social interactions; specific assessments or observations, carried out by the SENDCo, of the areas causing concern; further discussion with other professionals involved with your child (for example an educational psychologist, speech therapist or an occupational therapist)</p> <p><b><u>Provision:</u></b></p> <ul style="list-style-type: none"> <li>-High quality, differentiated teaching.</li> <li>-Dependent on needs, pupils <b>may</b> have access to any of the following;</li> <li>-Individualised specific targets (SSPs) set by the class teacher or pre-school leader and/or the SENDCo.</li> <li>-Individualised specific targets set by other professionals e.g. Speech Therapist, Occupational Therapist, and Physiotherapist.</li> <li>-1:1 TA support.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupil conferencing: evaluation by pupils of support and provision.</li> <li>-Parental questionnaires: highlight parental views of school and support provided.</li> <li>-SSP targets: SSP reviews highlight targets met and areas still to work on. Parents provide feedback about what is working well.</li> <li>-SSP reviews feed into provision plan and identification of the need for further or alternate support/provision.</li> <li>-Outside professional agency reports/reviews: identifies progress towards target areas and further areas of need.</li> <li>-SEND data review at end of each term: identifies progress + attainment of all SEND children within whole school assessment systems and targets pupils for continued/additional support.</li> <li>-SEND data review highlights SEND pupils ‘closing the gap’ between SEND and non-SEND pupils (pupils within expected).</li> <li>-Standardised assessment data: supports whole school assessment and shows alternate areas of progress.</li> </ul>

	<ul style="list-style-type: none"><li>-Additional support from an adult <b>within</b> the classroom for small group work; 1:1 reading; additional handwriting practice; pre teaching of new vocabulary and concepts; phonics, maths, reading booster groups.</li><li>-The use of practical resources: the use of visual prompts, including signing; finger spacers, sound charts, high frequency word lists, number lines etc. as appropriate; individual resources, such as coloured overlays; spring loaded scissors; pencil grips, hand huggers pencils; a writing slope; additional access to laptops / tablets in order to word process work; fiddle toys.</li><li>-Additional support from an adult <b>outside</b> the classroom for small group work or SEND intervention: Termly provision map includes ALL current SEND interventions for Communication and Interaction, Cognition and Learning, Social, emotional and mental health and Sensory needs.</li><li>-Additional behaviour support, including the use of behavioural cue cards, individual behaviour plans, individual behaviour record sheets / reward charts.</li><li>-The use of individual / visual timetables and checklists.</li><li>-Close home school liaison through home/school book and annotated timetables.</li><li>-Support from an adult with meeting and greeting at the start and end of the school day.</li><li>-Individual lunchtime supervision as appropriate.</li><li>-Adult support at playtimes and lunchtimes.</li><li>-Access to indoor or other specific activities at play/ lunchtimes.</li></ul>	
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