












# *Dobcroft Infant School*

## *Children with Special Educational Needs and Disability (SEND)*

### *A Booklet for Parents and Carers*

 <span style="color: blue; font-weight: bold;"><i>Dobcroft Infant School Vision</i></span> 						
<i>Our Vision</i>	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
<i>Our Values</i>	<i>Enjoy learning</i>	<i>Try our best</i>	<i>Make good choices</i>	<i>Respect each other &amp; our surroundings</i>	<i>Work together</i>	<i>Celebrate our successes</i>
	 learn	 try	 choices	 respect	 together	 success

Article 29  
 I have the right to become the best  
 I can be.



SENCO: Kat Holmes – [senco@dobcroft-inf.sheffield.sch.uk](mailto:senco@dobcroft-inf.sheffield.sch.uk)

## Introduction

This booklet is designed to provide information to parents of children who are SEND. Having a child on the SEN register can be worrying for parents so this booklet is intended to inform and support parents with any questions you may have. Dobcroft Infant School is an inclusive and supportive environment for all children, where we celebrate our differences and we provide a flexible and adaptive curriculum. If you have any further questions after reading this document, please speak to your child's teacher or the SENCO.

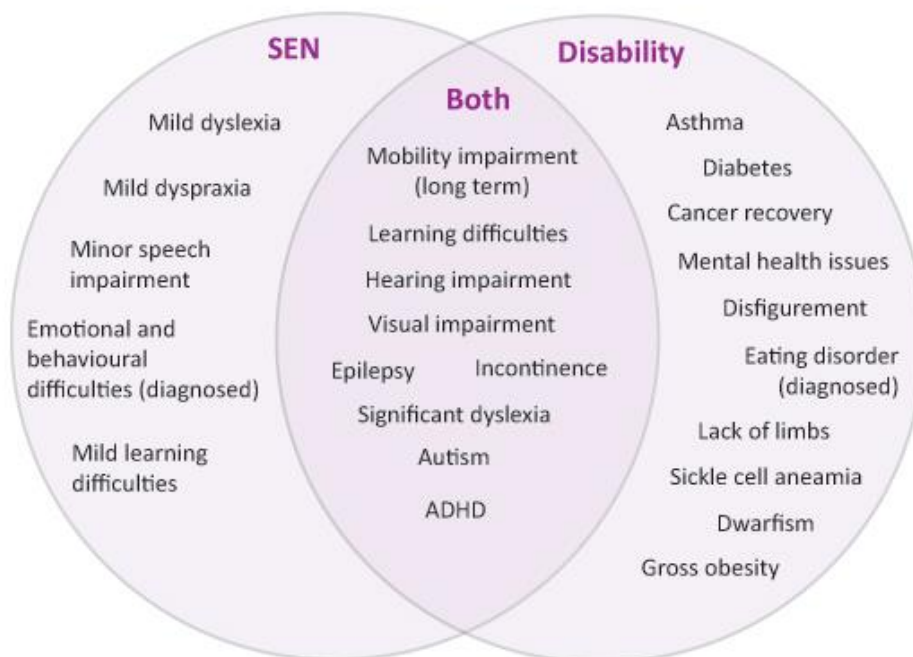
## Definition of SEND

'Children have SEND if they have a learning difficulty or a disability which calls for SEN provision to be made for them.' (Code of Practice 2014)

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children or the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

## SEN, disability or both?



## Key staff in School who work with pupils with SEND

- Teachers: Every teacher is a teacher of children with SEND. Class teachers provide high quality teaching through a planned curriculum that meets the needs of all the learners in their care. They are responsible for the progress of every child in their class and accountable for pupil outcomes.
- SENCO: The SENCO at Dobcroft Infant School is Kat Holmes. She can be contacted on [senco@dobcroft-inf.sheffield.sch.uk](mailto:senco@dobcroft-inf.sheffield.sch.uk) The SENCO takes the lead in co-ordinating assessments and planning future interventions for the child in conjunction with colleagues and parents. This will include the monitoring and reviewing of actions taken and coordinating staff training. The SENCO also provides an additional communication point for parents.
- Teaching Assistants: Teaching Assistants work under the supervision of class teachers and deliver specified work and planned programmes of work for many children including those with SEND. Some children may receive dedicated time from a teaching assistant.

- **Welfare Supervisors:** Welfare Supervisors are aware of children who may require more support and are trained and skilled in providing strategies to support children at lunch times.

### Identification

- **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 SEN 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 SEN 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. The Dobcroft SEN flowchart explains this in more detail and is included at the bottom of this booklet.
- **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.

### Provision made for children with SEND

Following identification, discussions and only with agreement with parents children are placed on the SEND register. There is now a single category of support termed 'SEN support'.

Every school has a Special Educational Needs Register. The reasons children are on the Register vary greatly but fall into four broad areas identified in the Code of Practice.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

For the most part, children with SEND will be taught in the classroom, alongside their peers, receiving high quality teaching from the teacher. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with SEN. When appropriate children on the SEN register will sometimes have the additional support of a teaching assistant. This support might be delivered to an individual child on a one to one basis or within a group of children. By carefully monitoring the children, we can match their needs to differing programmes/interventions we have developed in school. An example of some curriculum areas or developmental support provided, which are currently being targeted to support and accelerate learning are: motor co-ordination, reading, maths, handwriting, phonics, speech and language. Interventions are constantly reviewed and changed according to the needs of the children. All children on the SEND register will have a one page profile, and most will have a support plan which is reviewed 3 times a year with the class teacher and the parents/ guardians of the child. Sometimes, the SENCO is present at this meeting too.

We also work closely with other agencies and may seek further information on a child's need and developmental profile. These include:

- Educational Psychologist
- Specialist Autism Team
- Early Years Inclusion Team
- Occupational Therapist/Physiotherapist
- Learning Support (Magdalene Lake)
- Consultants from Ryegate Children's Centre (NHS)
- Speech and language therapy

### Home/School partnership

Parents are fully involved in the school based response for their child and are supported in playing an active role in determining future provision. Some ways parents of children with SEND are involved:

- Three review meetings per year
- Additional meetings if requested by parent of staff
- Sharing information through the SEND section on the [school website](#) (where there are lots of resources for parents to access)
- A non-teaching SENCo available to meet with parents ([senco@dobcroft-inf.sheffield.sch.uk](mailto:senco@dobcroft-inf.sheffield.sch.uk))

- Transitional reviews with the Junior School
- Termly SEN coffee mornings led by the SENCO, sometimes with outside visitors.

### **Education Health and Care Plan (EHC Plan)**

Some children may require an EHC Needs Assessment, in order for the local authority to decide whether it is necessary to make provision for the child, in accordance with an EHC Plan. The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. This is for children with significant and complex SEND whose needs cannot be met by the resources of the school alone and often have a number of outside agencies involved.

### **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
- **Differentiation**: A way to teach pupils with different learning styles, different abilities to absorb information and different ways of expressing what they have learned.
- **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 x3 review meetings 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.

For more information about SEND in Sheffield, take a look at the [Sheffield Parent Carer Forum](#) website.

## Dobcroft Infant School – SEND process flowchart



Concerns raised regarding pupil progress,  
attainment, learning, behaviour...  
(Any adult can refer)

Complete Student Support Form. This must be *signed* by parent/carer and teacher and shared with the SENDCO.

Agree actions to be taken e.g. adaptations to teaching, role of parental involvement etc. The child will be placed on the monitoring list.

6 - 8 week period to implement agreed actions.

Review actions on Student Support Form with parents. This must be signed by parent/carer and teacher.

Child made progress/behaviour improved etc.  
Continue with agreed actions if necessary or  
take no further action.  
Continue monitoring.

Concerns continue  
Discussion with SENDCO  
Child may be entered into the SEN register with  
agreement from parents and SENDCO.  
Produce one page profile.  
Email SEN booklet to parents.  
Child may be referred to external agencies such as SALT,  
learning support (Magdalene) or Autism Team.  
Internal assessments may be undertaken by the teacher  
such as Birmingham Toolkit.

Support Plan completed by teacher and reviewed termly with  
parents, for children who need termly targets.

Continuing the process  
For more complex needs and for children needing a higher level  
of tailored provision an Extended Support Plan is completed.

An EHCP (Educational, Health and Care Plan) assessment process  
may be started for children who need continued 1:1 support,  
alternative provision or who are at risk of exclusion.

Article 29

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

