



Dodford First School

SEND Information Report

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Approved by:	Sarah Wilkes		Date: 01.09.26
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This information report is scheduled to be reviewed annually (or periodically, in line with specific governmental guidance reviews and updates) from the date stated below.

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Our Approach to SEND and Inclusion

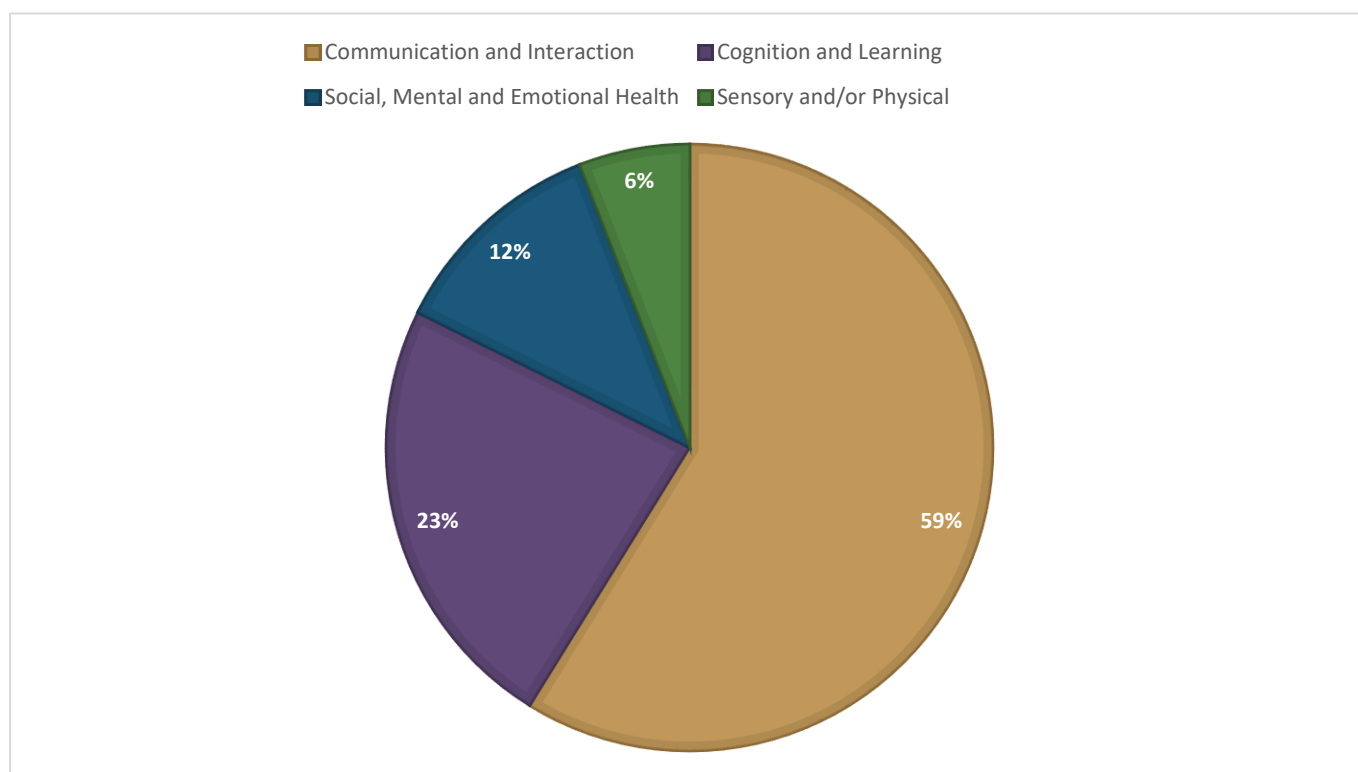
At Dodford First School, we believe that every child is unique, valued and deserves the opportunity to thrive. We are committed to creating an inclusive school where children feel safe, respected, supported and able to achieve their full potential. We work closely with children, parents and professionals to understand each child's individual strengths, needs and aspirations.

Our approach is guided by our PRIDE Values: Perseverance, Respect, Independence, Determination and Excellence. We encourage every child to develop confidence, independence and a positive attitude towards their learning. We recognise that children may need additional support at different times in their school journey. We aim to identify needs early, provide the right support and work together with families to help every child achieve, believe, create and fly high.

September 2026 Information

Number of Children on Role	70
Number of Children on the SEND Register	17 (24.29%)
Number of Children who have a diagnosis of need that can be accommodated through Quality First Teaching (Universal Approach)	0
Number of Children who have a diagnosis of need that requires targeted interventions through Quality First Teaching and support planned by the Class Teacher (Targeted Need)	17 (100%)
Number of Children who have a significant and complex need that requires support over and above support and provision (Specialist Need)	0

Breakdown of the Primary Areas of Need at Dodford First School



What does SEND mean?

SEND stands for Special Educational Needs and/or Disabilities. A child may have SEND if they need additional or different support to help them learn, develop or take part fully in school life.

SEND can include needs in four broad areas:

	Communication and Interaction	speech, language or social communication
	Social, Emotional and Mental Health	emotions, behaviour or managing feelings
	Cognition and Learning	difficulties with reading, writing, maths or learning new skills
	Sensory and Physical	hearing, vision, physical or sensory needs

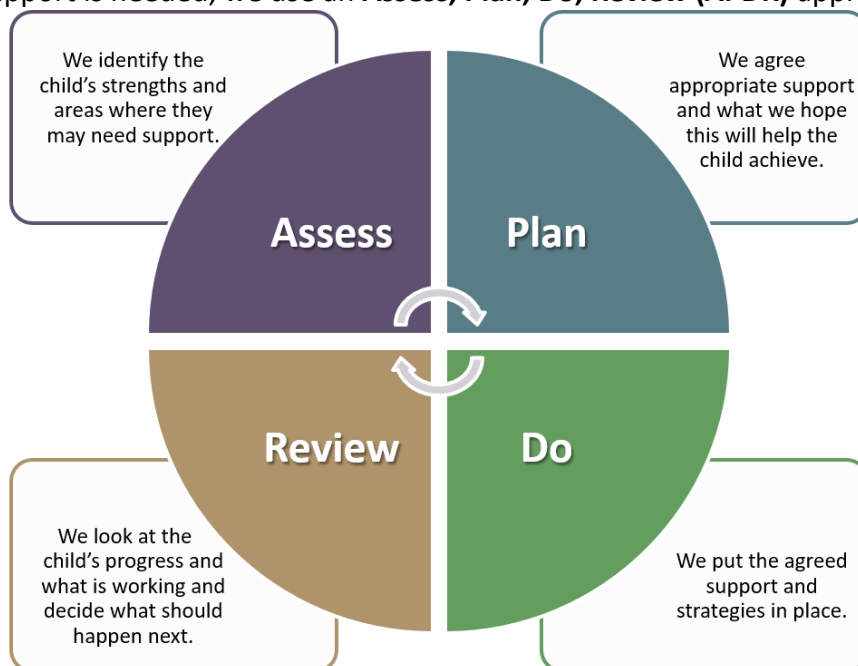
Every child is different. A child does not need a diagnosis to receive support, and we focus on understanding each child's individual strengths and needs.

What happens if we think your child may have SEND?

We get to know each child as an individual and look at their strengths, progress, learning and wellbeing. We may identify that a child needs additional support through discussions with parents or the child, classroom observations, assessment, or information from previous settings and other professionals.

If we have concerns that a child may have additional needs, we work closely with the child and their family to understand what support will help them best.

Where additional support is needed, we use an **Assess, Plan, Do, Review (APDR)** approach:



This is a flexible and ongoing process. We work with parents and children throughout, adapting support as their needs develop.

How do we support children with SEND?



How do we adapt the curriculum?

We adapt teaching and learning in our mixed-age classes so that children with SEND can access the curriculum, make progress and be appropriately challenged.

Depending on their individual needs, children may benefit from adapted resources, visual support, scaffolding, pre-teaching, additional practice or different ways of recording their learning. We also make reasonable adjustments and provide the right level of adult support to help every child develop their independence and achieve their potential.

How will you and your child be involved?

We believe that children and their families should be at the heart of decisions about SEND support. We work closely with parents and carers to share information, identify needs, agree outcomes, plan support and review progress.

Parents and carers may be involved through Pupil Passport reviews, discussions about specialist support or referrals, and, where appropriate, EHC needs assessment discussions.

Your child's voice is also important. We listen to children's views, feelings and experiences and involve them in decisions about their support in ways that are appropriate for their age and needs. This may include talking with them, gathering their views through a pupil voice activity or involving them in their Pupil Passport reviews.

How often will you meet with the school?

We value an open-door approach and encourage parents and carers to speak with their child's class teacher whenever they have questions or concerns.

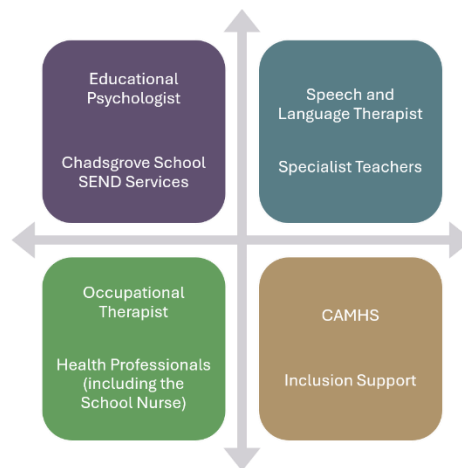
For children receiving SEN Support, we also provide three planned opportunities each year to meet with school as part of our Assess, Plan, Do, Review (APDR) process. These include timely parent/carers meetings and termly SEND/Pupil Passport reviews, where we can share progress, listen to your views and agree next steps together.

Who might support my child in school?

Who?	How can they help?
Class Teacher	Day-to-day teaching, adaptations, assessment and monitoring
SENCO	Coordinates SEND provision and works with families and professionals

Headteacher	Leadership, resources and overall responsibility
Teaching Assistants	Targeted support and interventions under teacher direction
External Professionals	Specialist advice and assessment where appropriate

What specialist services might be involved?



How do we support children with medical needs?

We recognise that some children may have medical needs that affect their learning, wellbeing or access to school. A medical need does not necessarily mean that a child has SEND, but some children may need both medical and SEND support. We work with families and relevant professionals to make reasonable adjustments and ensure that children can safely and fully access school and the curriculum. Where needed, we may put an Individual Healthcare Plan in place to outline the support a child requires in school.

We also consider accessibility and make appropriate adjustments to the school environment, routines and learning to help children participate as fully as possible. For more information, please see our Supporting Pupils with Medical Conditions Policy.

How do we support wellbeing, behaviour and attendance?

We use inclusive approaches to support children's wellbeing, behaviour and attendance. We make reasonable adjustments where needed and recognise that behaviour can sometimes be a way of communicating an unmet need.

We support children to develop emotional regulation and work closely with families to understand and address any barriers to learning or attendance. We also consider safeguarding needs and ensure appropriate support is put in place.

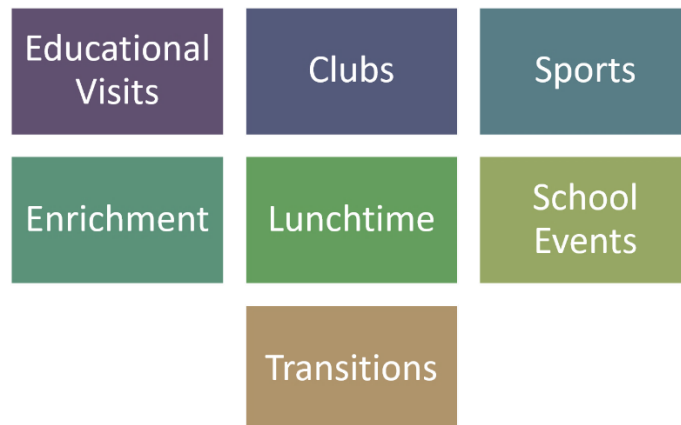
How do we make reasonable adjustments?

We consider what barriers may make it harder for a child with SEND to access learning and school life, and make reasonable adjustments where appropriate.

This may include adapting instructions, using visual supports, changing resources or the learning environment, offering different ways to record learning, preparing children for transitions, and making adjustments for trips and enrichment activities.

How do we support inclusion beyond the classroom?

We believe that children with SEND should be included in all aspects of school life, not just in lessons. We make reasonable adjustments and provide appropriate support to help children take part in all aspects of school life.



How do we support transition?

We recognise that transition can be a big step for children. We plan transitions carefully and provide additional support where needed. This may include transition booklets, visits to new classrooms, pre-visits, opportunities to meet new adults, visual information and social stories. We work closely with children, families and other professionals to make transitions as smooth and positive as possible, including when children move on to their next school.

What if I have concerns about my child's SEND support?

If you have a concern, please speak to:

1. Your child's class teacher.
2. The SENCO, Mrs E Hughes: send@dodford.worcs.sch.uk
3. The Headteacher, Mrs J Wakelam: office@dodford.worcs.sch.uk.

Parents are encouraged to raise concerns early and that the school will listen, review the evidence and consider whether provision needs to be adapted. If you want to make a complaint please see our school's **Complaints Policy**.

Where can I find further information and about Worcestershire's SEND Local Offer?

- 🔗 Worcestershire SEND Local Offer: [Worcestershire SEND Local Offer](#)
- 🔗 Early Years (0 to 5 years) SEND Local Offer: [Early Years SEND Local Offer](#)
- 🔗 SENDIASS: [Worcestershire SENDIASS](#)
- 🔗 Understanding the Graduated Response in Worcester: [Understanding the Graduated Response](#)
- 🔗 Worcestershire Ordinarily Available Inclusive Provision: [Worcestershire Ordinarily Available Document](#)