



Dodford First School

SEND Information Report

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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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Overview

At Dodford First School, we believe that every child is unique, valued and deserving of the opportunity to thrive. Inclusion is at the heart of our school vision, and we are committed to working in partnership with pupils, families and professionals to ensure that every child feels respected, supported and able to achieve their full potential.

Our approach to SEND reflects our PRIDE Values: Perseverance, Respect, Independence, Determination and Excellence. We encourage every child to recognise their strengths, develop confidence and resilience, and take an active role in their learning. We have high aspirations for all pupils and believe that SEND should never be a barrier to participation, belonging or success.

We recognise that children's needs are diverse and individual and may include special educational needs, disabilities or medical needs. We carefully assess and review each child's needs and adapt teaching, the curriculum, the environment and wider opportunities where appropriate, taking all reasonable steps to ensure effective provision and equal access.

We work closely with families and pupils through a graduated approach, alongside specialist advice where appropriate. Through this collaborative approach, we aim to ensure that every child is respected, included, supported and empowered to develop their independence, persevere through challenges, demonstrate determination and achieve excellence in their own way.

This policy has been informed by:

- The Children and Families Act 2014 (Part 3, SEND)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- Education Act 1996 (as it relates to access to the curriculum)
- DfE guidance on Exclusions and Behaviour (latest)
- Relevant local authority (LA) SEND and inclusion guidance

Purpose

- To set out Dodford First School's commitment, approach and responsibilities for ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) achieve their full potential academically, socially and emotionally.
- To ensure inclusive practice is embedded throughout school culture, curriculum planning, environment and leadership, in alignment with the school vision: "Achieve, Believe, Create and Fly High" and our core values (Perseverance, Respect, Independence, Determination, Excellence).
- To provide a clear, actionable framework for identifying needs, making reasonable adjustments, providing graduated support and working collaboratively with pupils, families, staff, the LA and external professionals.

Key Principles

- All pupils are entitled to a broad, balanced and ambitious curriculum which is appropriately scaffolded and accessible to them.
- Early identification and timely, evidence-based interventions improve outcomes.
- Graduated approach (assess – plan – do – review) underpins our SEND practice.
- High-quality teaching is the first step; additional targeted support is provided where needed.
- Co-production with parents/carers and pupils is central to planning and reviewing provision.
- Reasonable adjustments and accessibility are actively managed to promote inclusion.
- Leaders are accountable for how SEND funding is used; the school will publish an Inclusion Strategy and make its SEND offer clear to stakeholders (December 2026).
- Staff development and collaboration support high-quality inclusive practice across our small-but-mighty school.

Scope

This policy applies to:

- All pupils (from preschool to Year 4) with SEND or are being monitored for SEND at Dodford First School.
- All staff (teaching and non-teaching), governors, volunteers and external partners who work with pupils in the school.

SEND Funding and Provision

The school budget, received from central government, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, based on the needs in school. The Head teacher and the Headteacher/SENDSCO discuss all the information they have about SEND in the school, including:

- The children already getting extra support
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected

All resources, training and support are reviewed regularly, and changes are made as needed to best support our pupils.

Roles and Responsibilities

Governing Body

- Ensure the school complies with statutory duties for pupils with SEND and publishes information on SEND provision.
- Ensure that an Inclusion Link Governor is appointed and has oversight for SEND outcomes and resources.
- Monitor that the school has an up-to-date Inclusion Strategy and SEND & Inclusion Policy and that these are implemented effectively.
- **Miss A Salisbury** is our governor with responsibility for SEND.
- Governors receive updates on SEND during full governing board meetings and curriculum meetings throughout the year.
- **Miss A Salisbury** supports the headteacher and the SENDSCO by coming into school and providing feedback on the daily lived experiences of our pupils.
- **Miss A Salisbury** acts as a strategic role to support SEND good practice within school.

Headteacher

- Overall responsibility for the day-to-day management of SEND provision and for ensuring the policy is implemented.
- Ensure staff have access to training and that the Inclusion Strategy drives resource decisions (including notional SEND funding and any Inclusive Mainstream Fund allocations).
- Liaise with parents, governors and the LA on SEND matters.
- Ensure the school's SEND register and provision maps are maintained accurately and kept up to date in conjunction with the SENDSCO.
- Financial management surrounding SEND funding.
- Keep the Governing body up to date about any issues in school relating to SEND.

SEND is an area of focus in the SDP through the inclusion strand:

- Objective 1 — Ensure leaders identify pupils' needs quickly and accurately and that the SENCo has sufficient authority to secure timely, effective support
- Objective 2 — Ensure leaders use a graduated approach that reduces barriers and raises expectations, with staff trained and supported to implement provision effectively

- Objective 3 — Ensure leaders use evidence to inform pupil premium strategy and monitor impact so disadvantaged pupils' barriers are reduced and opportunities are enhanced

SENDCO (Special Educational Needs and Disabilities Coordinator)

- Mrs E Hughes is the school's SENCo and will commence the mandatory NPQ for SENCOs in November 2026. The school will ensure that appropriate support, training and professional development are in place during the qualification period.
- Responsible for day-to-day SEND coordination: identifying needs, liaising with staff, parents/carers and external agencies, maintaining SEND records, and overseeing the graduated approach.
- Ensure EHCP applications and reviews are managed in a timely way and that statutory assessments are coordinated with LA.
- Provide or arrange staff CPD on adaptive teaching, assessment and specialised provision.
- Develops the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Refers to and liaises with outside agencies e.g. Speech and Language Therapy, Complex Communication Team, etc.
- Involved in reviewing how children are doing, organising SEND reviews and updating the SEND register (a system for ensuring all the SEND needs of pupils in this school are known).
- Ensure that appropriate school-based and, where necessary, specialist assessment is used to identify barriers to learning and inform targeted provision.
- To support training and resources to enable staff to deliver quality first teaching within the classroom.
- To raise awareness of, and support for specific learning difficulties.

Class Teachers

- Ensure that Quality First Teaching is the first response to meeting the needs of all pupils.
- Are responsible for adapting and scaffolding teaching to meet the needs of all pupils and for implementing Pupil Passports or targeted strategies agreed in SEND reviews.
- Make initial referral to SENDCO if concerns persist despite quality first teaching and reasonable classroom adjustments.
- Keep accurate assessment records and engage in the assess-plan-do-review cycle.
- Ensure that teaching also considers SEND within the context of mixed-age classes.
- Check on the progress of your child and identifying, planning and delivering Wave 1 additional support within the classroom.
- Work with intervention teachers and the Headteacher/SENDCO to provide group provision maps to plan, deliver and monitor Wave 2 support.
- Work with the Headteacher/SENDCO to devise Pupil Passports for those children who are receiving SEN support or where a personalised plan is appropriate.
- Apply the schools SEND policy in their classroom and around the school.
- Meet with parents three times a year in addition to parent's evenings to share progress, Pupil Passport targets and review previous targets set.

Teaching Assistants (TAs) and Support Staff

- Work under class teacher direction to deliver targeted interventions, support access to the curriculum and promote independence.
- Receive briefing and training specific to the pupils they support including adaptive teaching.
- Record and share evidence of progress and engagement with class teachers and the SENDCO.
- TAs are deployed effectively to ensure impact but also provide the opportunity for children to be independent.
- TAs at Dodford deliver small group, short term interventions that are planned by class teachers and informed by needs and monitored for impact.

Parents and Carers

Parents and carers are valued partners in supporting their child's education and SEND provision. The school will work collaboratively with parents throughout the graduated approach, seeking and valuing their views when identifying

needs, agreeing outcomes, planning support and reviewing progress. Parents will be kept informed about their child's needs, the provision in place and the impact of support, and will be given appropriate opportunities to contribute to reviews and decision-making.

Parents and carers are:

- Are partners in the graduated approach to SEND support and should be involved in identifying needs, agreeing outcomes, planning provision and reviewing progress.
- Are contacted when a concern is first identified and kept informed about the assess–plan–do–review cycle.
- Encouraged to share their views, aspirations and knowledge of their child which is considered alongside the views of the child and information from school staff and relevant professionals.
- Receive clear information about what support is being provided, why it has been chosen, the intended outcomes and how progress will be reviewed.
- Have opportunities to contribute to and attend SEND reviews, Pupil Passport reviews and other relevant meetings.
- Communication should be accessible and appropriate to the family's needs, with additional support considered where necessary.
- Are kept informed of relevant advice, recommendations and next steps where external professionals are involved.
- Are invited into school at least three times a year as part of the graduated approach (recommended by The SEND Code of Practice) if their child is receiving SEN support.
- Are encouraged to raise concerns early with the class teacher and/or SENCO so that concerns can be discussed and addressed collaboratively.

Pupils

- Pupils will be encouraged to express their views about what helps them learn and achieve, participate in reviews and understand their own targets where appropriate.
- Pupil voice is gathered at appropriate points in the assess–plan–do–review cycle, including when reviewing Pupil Passports, targets and provision. This is shared with parents for them to support us with ensuring that their voice is heard.
- Our approach focuses on ensuring that every pupil has a genuine opportunity to influence their support, rather than simply completing a pupil voice activity.
- Staff explicitly teach pupils strategies for recognising when they need help, communicating their needs and identifying what support works for them. This may include teaching pupils how to use agreed systems such as help cards, traffic-light systems, visual prompts, emotion scales or scripts for asking for support.
- Adults in our school work hard to gradually reduce prompts and increase independence, enabling pupils to take greater ownership of their learning and support.

External Agencies and Partners

- Work with LA SEND teams, health services (e.g., Speech and Language Therapy, CAMHS where applicable), educational psychologists, specialist teachers and voluntary organisations.
- Use of inclusion bases or specialist places (where available locally) will be considered and accessed when needed.
- Chadsgrove School SEND Services

Identification and Assessment

We prioritise and value early identification. In doing so, we use a range of information sources: baseline and ongoing formative assessment, observations, concerns from staff/parents and prior records. For children arriving from other schools or settings, review previous records, assessments and any existing Pupil Passports or EHCPs.

How do we identify children with SEND and how do we assess their needs?

Pupils might enter school with previously identified SEND. The progress and attainment of all pupils is reviewed every half term by the class teacher. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations (we take guidance from Worcester County Council's

Ordinarily Available Document), extra support or provision is put in place at the discretion of the Headteacher and/or SENDCO.

Our SEND Journey in Four Stages:

Stage 1

- Teacher or Parents/Carers raise a concern.
- The initial concern is discussed with the parents/carers and or teacher. Interventions and in class provisions are agreed.
- If interventions and additional provisions have not made an impact, then an Initial Concern Form is completed and shared with the SENDCO. The child is put on a monitoring list whereby the SENDCO observes the child in class and provides feedback to teacher who feeds back to parents.
- The class teacher puts SENDCO recommendations in place.
- SENDCO reviews first cycle of interventions and provisions with the class teacher and parents/carers.
- If the child is making progress, they will remain at this stage and continue to receive Wave 1 support.
- If the child is not making progress, they will move to Stage 2.

Stage 2

- At Stage 2, where it is agreed that the pupil requires SEN Support, they will be placed on the school's SEN Register and recorded in accordance with the school's pupil and SEN data procedures.
- A further cycle of Stage 1 is repeated, and the interventions and provisions will be recorded by the class teacher or teaching assistant and shared with the SENDCO in a Pupil Passport.
- The child's progress is monitored by the class teacher and SENDCO over a further APDR cycle.
- At this stage, parents/carers will be invited into for an additional three meetings throughout the year with your child's class teacher.
- At this stage children are most likely to receive Wave 2 support.
- If the child is making progress, they will remain at this stage.
- If the child is not making progress, they will move to Stage 3.

Stage 3

- If the child continues to experience significant difficulties despite Quality First Teaching, targeted support and appropriate cycles of Assess, Plan, Do, Review, it may be necessary to seek advice or assessment from an outside agency. This could be: Inclusion Support, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Paediatrician, CAMHs.
- Outside agency recommendations are discussed with SENDCO and class teacher. Parents are given a copy of the report. Recommendations are put into place for another APDR cycle.
- A review meeting is held with the Outside Agency, SENDCO, class teacher (and parents at parent's evening) to discuss whether the recommendations have had an impact.
- At this stage children are most likely to receive Wave 2 support, and where appropriate may receive some elements of Wave 3 support if an outside agency has recommendations that need to be delivered in a 1:1 situation.
- If the child is making progress, they will remain at this stage.
- If the child continues to experience significant difficulties despite appropriate provision and specialist advice, the school may consider whether an EHC needs assessment is appropriate. This decision will be based on the individual pupil's needs and the evidence available. They will move to Stage 4 where an EHC needs assessment will be considered.

Stage 4

Where a pupil continues to have significant or complex special educational needs despite appropriate provision through the graduated approach, the school may consider whether an EHC needs assessment is appropriate. This decision is based on the individual pupil's needs and evidence of the provision required, rather than a fixed number of intervention cycles.

Parents/carers may also request an EHC needs assessment directly from the local authority. The school will work collaboratively with the family and relevant professionals to provide appropriate evidence.

Support Waves

Dodford First School uses the following three-wave framework to help describe how support may be organised within our graduated approach. These waves are a school-based framework rather than statutory categories, and pupils may move between different levels of support according to their individual needs and progress.

Wave 1 - quality inclusive teaching which considers the learning needs of all the pupils in the classroom. It includes providing adapted work and creating an inclusive learning environment.

Wave 2 - specific, additional and time-limited support for pupils who require provision beyond ordinarily available classroom approaches. This may include targeted intervention, additional practice or structured support designed to address an identified barrier and improve access, participation, progress, independence or outcomes.

Wave 3 - targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential; this is often 1:1 support and teaching.

What are the arrangements for assessing and reviewing progress?

We follow a graduated approach to SEND outlined in the stages above. At each stage, the 'Assess, Plan, Do, Review' (APDR) model is used. We also ensure that parents/carers and children are involved in each step of the process. Assessing SEND pupils may be identified in a range of ways. We ensure assessment of educational needs is a partnership between the learner, their parents/carer and the teacher. The Headteacher/SENDCO supports the identification of barriers to learning.

Assess

SEND pupils may be identified through the teachers' observations and assessment, and school-based criteria including:

- Evidence obtained by teacher observations/ judgements.
- Performance against national expectations.
- Pupil progress in relation to Early Years' Foundation Stage curriculum expectations and national curriculum targets.
- Standardised tests which are tests to compare children of the same age nationally or criterion referenced tests such as high frequency word checks or phonic knowledge checks.
- External agency reports and observations.
- Records from previous schools.
- Information from parents.

Plan

In liaison with the Headteacher/SENDCO and teachers and in consultation with the parent and the pupil, the interventions and support to be put in place are planned. Once a child is identified with a Special Educational Need a Pupil Passport will be developed in consultation with the pupil and parents.

This will include:

- Short realistic and measurable targets related to the area of concern.
- Suggested strategies to be used by teacher, support staff, parents and pupil
- The teaching strategies to be used
- A start date and finish date of the intervention
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain

responsibility for the pupil, working closely with any teaching assistants or specialist staff (e.g. SALT) involved, to plan and assess the impact of interventions. The Headteacher/SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review

Children, parents/carers and staff will be directly involved in the reviewing process. Monitoring progress is an integral part of teaching and leadership within Dodford First School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we will discuss progress and next steps.

If a learner has an Educational Health and Care Plan (EHC plan) the same termly review conversations take place and the EHC plan will be formally reviewed annually.

Categories of Need

- We follow the broad SEND Code of Practice categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health (SEMH), Sensory and/or Physical needs.
- Decisions are based on individual pupil needs and not merely on diagnostic labels.
- Quality First Teaching is our first response to meeting the needs of all pupils, with teachers adapting their teaching, resources, scaffolding and learning environment to remove barriers and enable every child to make progress and achieve their potential.
- Adapt planning, resources and outcomes for mixed-age classes (Wrens, Robins and Owls) to ensure challenge and accessibility.
- Use adaptive strategies: scaffolding, chunking, visual supports, flexible grouping, pre-teaching and retrieval practice.
- Maintain high expectations and a calm, supportive environment consistent with our vision and values.

Reasonable Adjustments and Accessibility

We are committed to identifying and reducing barriers that may prevent pupils with SEND from fully accessing learning, school life and wider opportunities. We consider reasonable adjustments for pupils with disabilities to ensure that they are not placed at a substantial disadvantage in comparison with their peers.

Reasonable adjustments are identified through ongoing assessment, observation, pupil and parent voice, professional advice and discussion with the SENCO and relevant staff. Adjustments are individualised and proportionate to the pupil's needs and may include adaptations to teaching, resources, communication, the learning environment, routines, assessment or the way in which a pupil records their learning.

Quality First Teaching and adaptive teaching are our first approach to meeting individual needs. Teachers consider accessibility when planning lessons, assessments, trips, enrichment activities and transitions, with the aim of enabling pupils to participate as fully and independently as possible.

Reasonable adjustments are reviewed regularly to ensure that they remain appropriate and effective. Where appropriate, agreed adjustments are recorded within the pupil's Pupil Passport or other SEND documentation to support consistency across the school.

We work collaboratively with pupils, parents, staff and relevant professionals to identify barriers, implement appropriate adjustments and promote equal access to the curriculum and wider school experiences.

Accessibility Plan

Dodford First School maintains and publishes an Accessibility Plan in accordance with the Equality Act 2010. The plan sets out how the school will progressively improve access to the curriculum, physical environment and information for disabled pupils. The plan is reviewed regularly and is considered alongside the school's SEND and Inclusion Policy, school improvement priorities and equality objectives.

Medical Needs

The school recognises that some pupils with SEND may also have medical needs. Arrangements for supporting pupils with medical conditions are set out in the school's Supporting Pupils with Medical Conditions Policy. Where appropriate, health needs will be considered alongside SEND provision, reasonable adjustments, accessibility and safeguarding arrangements. This also takes into consideration any children with SEN who have an allergy the latest guidance around allergy safety in school has also been taken into account.

Provision and Intervention

Universal (whole-school) Approaches

- Inclusive curriculum design, evidence-informed teaching strategies and appropriate whole-school assessment and monitoring.
- Whole-school staff training on SEND awareness, safeguarding, behaviour, and inclusion.

Targeted Interventions

- Targeted interventions are used where assessment and ongoing monitoring identify a specific barrier or area of need that requires additional support beyond ordinarily available classroom provision.
- Interventions are selected based on the pupil's identified need, available evidence of effectiveness, professional advice and the individual context of the pupil.
- Interventions are planned to have a clear purpose, intended outcome, frequency, duration and success criteria.
- Where appropriate, interventions may support areas such as phonics and reading fluency, spelling, handwriting, mathematics, language and communication, social communication, emotional regulation or independence.
- The impact of interventions is monitored through assessment data, progress measures, observations, work samples, pupil voice and other relevant evidence.
- Parents are informed about relevant interventions and their child's progress through normal school communication, Pupil Passport/SEND reviews and parent meetings, as appropriate.
- Where an intervention forms part of a pupil's SEND provision, its impact contributes to the assess–plan–do–review cycle.

Specialist Support

- Referral for specialist assessment or advice from Educational Psychologists, Speech and Language Therapists, occupational therapists, CAMHS or other relevant professionals may be made where assessment and the graduated approach indicate that specialist advice or assessment would help the school better understand and meet the pupil's needs.
- Consideration of statutory assessment and **Education, Health and Care** needs assessment referrals are made where needs are complex and long-term. The SENDCO will coordinate requests with the Local Authority.

Education, Health and Care Needs Assessments

An Education, Health and Care (EHC) needs assessment may be considered where, despite appropriate support through the graduated approach, a pupil continues to experience significant difficulties in accessing education or making appropriate progress and may require special educational provision that cannot reasonably be provided from the resources normally available to the school.

The decision to consider an EHC needs assessment is based on the individual pupil's needs and the evidence available. This may include assessment and progress information, records of provision and interventions, Pupil Passport reviews, observations, work samples, pupil and parent views and advice from relevant professionals. There

is no requirement for a pupil to have received a fixed number or duration of interventions before an EHC needs assessment can be considered.

Parents and carers may request an EHC needs assessment directly from the local authority. Where an assessment is being considered or requested, the school will work collaboratively with the pupil, family and relevant professionals to provide clear and appropriate evidence about the pupil's needs, provision and progress.

If a child has an EHCP, annual reviews will consider:

- pupil and parent/carer views;
- progress towards outcomes;
- effectiveness of provision;
- changes in need;
- whether outcomes remain appropriate;
- whether the EHC plan needs amendment;
- transition planning where relevant.

Multi-Agency Working

The SENCO coordinates multi-agency contributions to SEND reviews and EHC needs assessments, working closely with pupils, parents/carers, school staff and relevant professionals. Where appropriate, the school will seek advice and contributions from services such as Educational Psychology, Speech and Language Therapy, health professionals and specialist support services.

Professional advice is considered alongside the views of the pupil and family and the school's own assessment and observations. Recommendations are translated into clear, practical strategies, provision and outcomes, with agreed actions, responsibilities and timescales recorded and reviewed. Where a professional is unable to attend a review meeting, their written advice will be sought and considered as part of the review wherever possible.

Information is shared appropriately and securely, in accordance with confidentiality and data protection requirements.

Personalised Planning and Targets

- Individual Pupil Passports detail outcomes, strategies, adaptations, personnel and review dates.
- Pupil Passports will be written in accessible language and shared with parents/carers and pupils.
- Pupil Passports will be updated and reviewed by the class teacher and subsequently shared with parents/carers each term (or more frequently where a pupil's needs or circumstances require it).

Transition Planning

Dodford First School recognises the value of a smooth transition for all pupils. We take guidance from Worcestershire's Transition Tool Kit to work with our partner middle schools. Robust transition arrangements for: within-school (between mixed-age classes), into school (preschool to Reception and Reception to Year 1), out of school (Year 4 transition to local middle/primary provisions).

Within school, smooth year to year transitions are ensured through:

- Use transition meetings, copies of Pupil Passports, visits and phased transition plans as needed.
- Open strong relationships with all staff and all children and regular collaborative sessions throughout the year.
- A formal "handover meeting" between the current and next teacher where the needs of every child are discussed.
- Extra visits to new classrooms and to meet new teachers are planned into the curriculum.

Children are aware of key members of staff who they can talk to with any concerns or worries. If it is deemed necessary, key members of staff are temporarily used to support transition. When children transfer to other schools, all information is sent on to the receiving school and if deemed necessary and if possible, Dodford staff can visit the new school with the child to help them with the transition.

Behaviour, Attendance and Safeguarding

- Positive behaviour approaches and reasonable adjustments underpin expectations; bespoke Positive Support Plans will be used where required and attached or included within a child's Pupil Passport.
- Attendance support is coordinated with families and LA where persistent absence is linked to SEND or health needs.
- Safeguarding: pupils with SEND can be more vulnerable; the school will ensure safeguarding procedures (including KCSIE) are applied rigorously to all pupils, with additional support where needed.

Inclusive Behaviour

Our behaviour approach is inclusive and recognises that SEND may affect how a pupil communicates, regulates emotions, responds to sensory experiences or manages particular situations. Behaviour may sometimes be a form of communication or an indication that a pupil's needs or environment require further consideration.

Staff maintain clear, consistent and appropriate expectations for all pupils while considering reasonable adjustments and the individual needs of pupils with SEND. Where appropriate, staff consider a pupil's SEND profile, known triggers, communication needs and agreed strategies when responding to behaviour. Persistent or significant changes in behaviour are considered carefully and may prompt further assessment or review of provision.

The school monitors behaviour information to identify patterns and consider whether pupils with SEND are experiencing any disproportionate impact from behaviour systems or sanctions. Parents and pupils are involved, where appropriate, in identifying strategies that support positive behaviour, regulation and participation.

Safeguarding and SEND

All safeguarding concerns relating to pupils with SEND are managed in accordance with the school's adapted WCC Safeguarding Policy and reporting procedures. Staff recognise that some pupils with SEND may be particularly vulnerable to safeguarding risks and may communicate concerns in different ways.

Staff should remain alert to changes in a pupil's behaviour, communication, presentation or emotional wellbeing and should not assume that concerning behaviour or changes are solely related to SEND. Concerns must be recorded factually, accurately and promptly, including the pupil's own words where appropriate, and reported to the Designated Safeguarding Lead (DSL) in line with school procedures.

The DSL will assess concerns and determine appropriate next steps, including whether information should be shared with parents, children's social care, health professionals or other relevant agencies. Safeguarding information is recorded securely and shared appropriately on a need-to-know basis. Where relevant, safeguarding concerns may inform wider SEND support and review, while maintaining the confidentiality and integrity of safeguarding records.

SEND Records, Confidentiality and Data Protection

SEND records are maintained securely using the school's approved systems and in accordance with our data protection, confidentiality and record-keeping procedures. Records may include Pupil Passports, Individual Provision Plans, assessments, professional reports, correspondence, meeting records and evidence of provision and progress.

Access to SEND information is restricted to staff who have a legitimate professional need to access it. The SENCO and relevant school leaders maintain appropriate oversight of SEND records, while teachers and support staff are given access to the information necessary to support pupils effectively. Sensitive information must not be stored on personal devices, personal email accounts or unapproved systems.

All staff are expected to follow the school's GDPR and data protection procedures when handling SEND information. We collect and retain only information that is necessary and relevant, ensure that records are kept accurate and up to date, and share information appropriately and securely with those who have a legitimate reason to receive it.

Staff should maintain confidentiality when discussing pupils and should take particular care when sharing SEND information electronically or in written form. Paper records must be stored securely when not in use. Any suspected loss, unauthorised disclosure or data breach must be reported promptly in accordance with the school's data protection procedures.

SEND information is retained, transferred and disposed of in accordance with the school's records management and retention arrangements. Parents and pupils' rights in relation to their personal information are managed in accordance with the school's data protection procedures and applicable data protection legislation.

Reporting and Communication

- Parents/carers of pupils receiving SEN Support will be given meaningful opportunities to meet with school at least three times each year as part of the assess–plan–do–review cycle.
- Governors receive termly reports on SEND outcomes, progress and use of funding.
- The school will publish anonymised information about SEND provision as part of its Inclusion Strategy.

Budget and Funding

- The school will use a combination of the notional SEND budget, school budget and any Inclusive Mainstream Fund allocations to provide targeted support and make reasonable adjustments.
- Resources will be deployed strategically to provide effective ordinarily available provision, targeted support and reasonable adjustments. Where a pupil's needs indicate that an EHC needs assessment may be appropriate, decisions will be based on the pupil's individual needs and the evidence available rather than financial considerations.
- The school will publish how it uses funding in its Inclusion Strategy.

Staff development and Training

- Provide targeted CPD for staff on curriculum adaptation, behaviour strategies, communication approaches and interventions most relevant to current school needs.
- Encourage staff to access LA training and specialist networks; use RISE and national best practice networks where available.

Admission Arrangements and Inclusion in School Life

We are committed to ensuring that pupils with SEND have equitable access to educational visits, extracurricular activities, sporting opportunities and wider enrichment. Accessibility is considered as part of the planning process for all trips and activities, rather than only when a barrier arises.

Staff consider the individual needs of pupils attending, including mobility, communication, sensory, medical, social-emotional, cognitive and behavioural needs. Risk assessments identify potential barriers and the reasonable adjustments or additional arrangements required to support safe and meaningful participation. Planning may include consideration of venues, transport, toilets, activities, timings, food arrangements and emergency procedures.

Inclusive Admissions

The school is committed to fair and inclusive admissions arrangements and does not discriminate against pupils on the basis of disability or SEND. SEND is not, in itself, a reason to refuse admission where the school is otherwise required to admit a child.

Admissions information is made accessible to families, who are encouraged to share relevant information about their child's SEND, medical needs and accessibility requirements. The school works with parents, the local authority and relevant professionals, where appropriate, to understand a child's needs and plan appropriate support.

Where a pupil has an Education, Health and Care Plan naming the school, we work with the local authority and family to understand and plan for the provision identified within the plan. Any concerns about meeting a pupil's needs are addressed through the appropriate admissions and SEND processes rather than through informal barriers to admission.

Governance, Monitoring and Evaluation

- The SENDCO, headteacher and Inclusion Link Governor will monitor implementation through:
 - Termly review of provision maps and outcomes
 - Lesson visits/learning walks to evidence inclusive practice
 - Pupil and parent voice activities
 - Analysis of attainment, progress and attendance data for pupils with SEND
 - The governing body will receive termly reports and an annual SEND report which sets out outcomes, resource allocation and priorities.

SEND Complaints and Disagreement Resolution

Concerns about SEND provision will initially be addressed through the school's complaints procedure. Where a disagreement relates to an EHC needs assessment or EHC plan, the school will work with the family and local authority in accordance with the relevant statutory processes, including disagreement resolution, mediation and appeal rights where applicable.

Parents and carers are encouraged to see our *Complaints Policy* for further information.

Concerns, Disagreements and Requests for Statutory Assessment

We encourage parents to raise concerns at the earliest opportunity with the class teacher and/or SENCO so that these can be discussed and addressed collaboratively. Where there is disagreement about the support being provided, the school will listen to parents' views, review the available evidence and consider whether provision or the graduated approach should be adapted.

Parents may request an Education, Health and Care (EHC) needs assessment directly from the local authority. Where a request is made, the school will work collaboratively with the family and local authority, providing relevant evidence about the child's needs, provision, progress and the impact of support. The school will discuss its professional view with parents openly and sensitively and, where appropriate, agree clear next steps for continued support and review.

Parents will be signposted to the local authority's SEND Local Offer and SEND Information, Advice and Support Service (SENDIASS) for further independent information and advice. Where concerns cannot be resolved, parents can access the school's complaints procedure and, where applicable, the local authority's disagreement resolution, mediation and appeal arrangements.

Review and Policy Maintenance

- The policy will be reviewed annually (or sooner if legislation changes).
- Review will consider: effectiveness of provision, progress against targets, parent and pupil feedback, changes in cohort needs and developments in funding or LA policy.

Appendices

Key Contacts

- Headteacher: Mrs J Wakelam, office@dodford.worcs.sch.uk
- SENDCO: Mrs E Hughes, send@dodford.worcs.sch.uk
- Inclusion Link Governor: Miss A Sailsbury, office@dodford.worcs.sch.uk

Useful resources and further reading

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015): [SEND code of practice: 0 to 25 years - GOV.UK](#)
- DfE guidance on supporting pupils with medical conditions
- LA SEND Officer: [Worcestershire SEND Local Offer](#)
- Local authority SEND & inclusion services: [Worcestershire Inclusion Support Services](#)
- Nasen: [Nasen - Helping Everyone Achieve](#)
- SEND Gateway: [Whole School SEND](#)

Equality and Accessibility Statement

Dodford First School is committed to ensuring equality of opportunity and accessibility for all pupils in accordance with the Equality Act 2010. We will make reasonable adjustments to ensure pupils with disabilities are not disadvantaged because the school has regard to its duties under the Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty. *Please see supporting policies.*

Related Policies and Documents

- SEN Information Report
- Accessibility Plan
- Equality Policy
- Positive relationships and behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Allergy Safety in Schools Policy
- Child Protection/Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- First Aid/Medication Policy
- Complaints Policy
- Admissions Policy
- Curriculum/Teaching and Learning Policy
- Data Protection/Privacy Policy
- Educational Visits Policy
- Pupil Premium Strategy, where relevant