



SEND Information Report



A Guide to Our Provision

School Background

Dogsthorpe Infant School has 228 pupils. 20% have been identified as SEND (Nov 2025). Teachers, (including a Specialist Support Teacher for Speech and Language), Teaching Assistants (TAs), Higher Level TAs, a Child Well-being Champion, a Family Well-being Champion and Midday Supervisors have been employed to directly support all pupils in the school. The school has pupils with a range of medical conditions, disabilities and learning difficulties, including sensory impairments, Autistic Spectrum Disorder, Speech, Language and Communication Needs, Physical Needs and Social, Emotional and Mental Health needs.



Who can I speak to about my child?

Class Teacher

Your child's class teacher should be your **first contact** to discuss your child. They are responsible for planning for your child and assessing their progress. They can give you details about how your child is progressing and arrange for extra support if needed. If your child needs one, they are also responsible for writing their One Page profile or IPM and explaining these to you.

SENDCO

You can also arrange to speak to our SENDCO if you wish to share information or concerns about your child's health, well being or educational progress.

Headteacher and Governor

Our Headteacher, Mrs Waters, and our SEND Governor, Sue Hartropp can also be contacted with queries or concerns.

How does the school identify children with special educational needs/disability (SEND)?

All pupils are assessed regularly, with progress made over a set time-frame monitored by the SENDCO and other leaders. Teachers or support staff may also raise concerns, as can parents or carers. When concerns arise, the SENDCO will carry out observations, make any relevant assessments and meet with staff and parents/ carers to discuss the provision that will be made for their child.

We follow a graduated approach to identification which can be seen in our SEND flowchart.

What is Dogsthorpe Infant School's approach to teaching pupils with special educational needs?

As stated in the SEND Code of Practice, teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching that takes account of the differing needs of pupils is our first step in responding to pupils who have SEND. Teachers adapt the learning so that children with SEN are able to engage in activities with those who do not have SEN. Within the classroom, adult support is allocated by the class teacher, based on the objectives and activities set for each lesson. Extra support, which includes the deployment of teaching assistants is allocated according to the identified needs of each pupil, ensuring a personalised approach for individuals with complex needs.

When necessary, we seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

How is the school accessible to children with SEND?

In order to ensure that all children in our school can access all of the activities offered, we organise lessons and visits in a way that allows all members of a class to participate. Staff are allocated to each class to support groups and children with identified needs. We will make reasonable adjustments to the design or location of an activity or the level of support available to ensure that no child misses out due to additional needs. These adjustments could include:

- Sensory circuits
- Visual Timetables
- Curiosity Approach
- Seating
- Intervention programmes
- Attention and Engagement program
- Sensory Stories
- Safe Spaces
- Soundfield systems
- Railings and slopes to aid accessibility
- Disabled toilet
- Emotion Coaching
- Additional Adult Support



One Page Profiles and Assess, Plan, Do Review cycles.

Your child's progress is monitored and a One Page Profile which includes an Assess, Plan, Do, Review document, written by the class teacher, to further support your child to make progress in their learning. This will identify targets and the provision made for your child. These may be in the form of adaptations within the classroom or additional interventions that take place.

Some interventions are run by other members of staff, such as our Specialist Support Teacher, Child Well-being Champion, SENDCO or outside professionals e.g. Speech and Language therapists.

How does the school plan, monitor and review in partnership with parents/carers and children?

As well as the usual reporting arrangements, we offer opportunities for: progress meetings above parent/carer consultations, reviewing and discussing targets, sharing and discussing reports from professionals when necessary and completing Annual Reviews for children with Education Health Care Plans (EHCP). The children may be involved as and when appropriate.

What support is there for my child's wellbeing?

At Dogsthorpe Infant School, every child is encouraged to 'Dream, Believe and Shine'. Our 'Shine' values enable pupils to develop their emotional intelligence. Our pastoral support system involves all of the school staff, who understand the role that they play in supporting the children. We acknowledge that some children and families require extra support and there are members of staff, such as the Family Well-being Champion and Child Well-being Champion that work together to provide support when needed.

We encourage the children to contribute their views in PSHE lessons, Shine times, lunchtime and after school clubs, breakfast club, and, for some children, in specific interventions.

The school is partnered with the Emotional Health and Wellbeing Service which is part of the NHS. We can refer our children and their parents for support with a range of challenges, including anxiety, low mood and behaviour concerns. A EWBS practitioner can meet with parents within school to discuss their concerns and if appropriate, deliver interventions.

What specialist services and expertise are accessed by the school?

Staff Employed by the school

Family Support

Speech and Language

Local Authority Services

Educational Psychologist

Local School Hubs

Autism Outreach Teachers

Physical Disability Team

Sensory Support Teacher (Hearing Impaired)

NHS Services

Occupational Therapists

Speech and Language Team

School Nurse

Emotional Health and Wellbeing Service

Charity operated services

Barnados

Family Voice

Little Miracles

The SENDCO and Family Well-being Champion are able to refer your child to many of these services. If you wish, you can ask your GP to refer you to those operated by the NHS.



What training have staff who provide for children with SEND had?

We have staff that have been trained in :

- Mental Health in School Age Children.
- Autism and PDA
- Annual asthma and Epi-pen training.
- Phonics and Hearing Impaired children.
- Precision Teaching and Memory Strategies.
- Selective Mutism
- Fetal Alcohol Syndrome
- Dyslexia
- Attention Autism
- Supporting children with complex needs
- Attachment and Trauma
- Emotion Coaching
- STEPS therapeutic behaviour
- Word Aware
- Creating Opportunities to Communicate
- Using Technology to support teaching reading to those with SEND
- SEND Law

Staff have recently attended training in:

- Makaton (level 1 and 2)
- TACPAC

Mrs Marshall-Sully holds the National Award for SEN Coordinators (NASENCO)

This report is linked to the following policies:

- Accessibility
- Anti-bullying
- Complaints procedures
- Curriculum
- Data Protection
- Equality
- Behaviour
- Safeguarding
- Managing the Medical Conditions of Pupils
- More Able Learners
- SEND

How will Dogsthorpe Infant School support my child to join the school?

The EYFS team carry out a programme of nursery/preschool visits during the Summer Term, with the support of the Headteacher, Deputy Headteacher and SENDCO. Transition meetings are held with lead professionals. The Family Well-being Champion is involved to support families with transition when needed. The induction programme involves parent/carer meetings, meet and greet sessions and part-time programmes. Home visits take place in the Autumn Term for all pupils. Transition sessions for children and parents take place during the Summer Term and sessions are also held in the Summer Holidays. For pupils starting mid-year, we would aim to hold transition meetings with existing settings and relevant agencies.

What will happen when my child leaves the school?

A thorough Year 2 to Year 3 transition programme, includes joint moderations of assessments, observations and move -up sessions, often supported by our Child Well-being Champion or one-to-one Teaching Assistants.

How are the school's resources allocated and matched to all pupils with SEND?

The Headteacher works with the Trust to make budget decisions. A Governor is appointed to ensure that the SEND policy is implemented, to support the SENDCO and ensure that inclusion is considered in decision making processes.

Our SEND budget is allocated according to the level of needs of the pupils. Funding is matched to SEND by regular assessment of needs. The needs of the individual are carefully balanced against the needs of the class during the decision making process. Different children require different amounts of support. Resources are replaced regularly and purchases are made as soon as feasibly possible if a resource has been recommended by a specialist. For children with Education, Health and Care Plans, resources are allocated according to the provision detailed in the plan, which may include resources, activities or additional adult support.

Parents and carers can be involved through parent meetings and other meetings, such as Early Help Assessment and Annual Reviews for pupils with an EHC Plan, as appropriate.



Contact details

At School

First point of contact	Your child's class teacher
SENDCO	Mrs J Marshall-Sully
Headteacher	Mrs R Waters
Deputy Headteacher	Miss T Gattuso
SEN Administrator & Medical Lead	Mrs T Gardner
Family Well-being Champion	Miss Stamper
Child Well-being Champion	Mrs C Creasey
SEND Governor	Mrs S Hartropp
All staff can be contacted on office@dogsthorpeinfants.org.uk	

External Support

- SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- City Council Local Offer

<http://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>