

Information Report 2026-2027

Please refer to the outcomes of your SEND Review in the appropriate sections of this report.

Key Findings from the SEND Review (see body of the report for the actions to meet the outcomes) and in the time that has elapsed since then	Strengths of SEND (including findings from the 2022-2023 SEND Review) The Quality of SEND provision • The school regularly seeks and welcomes support from the following professionals and services: ○ Behaviour Support Advisory Teachers (BSATs) ○ Educational Psychologists (EPs) ○ Haughton Outreach ○ Inclusive Schools Forum (ISF) ○ Lead Specialist Teachers from the Local Authority to support us in developing provision for children with more complex needs ○ Learning Support Advisory Teachers (LSATs) ○ Sensory Inclusion Service (SIS) specialists, including a Teacher of the Deaf and a Teacher of Visually Impaired pupils ○ Speech and Language Therapists (SaLTs) • The school joined the PINS (Partnership in Neurodiversity in Schools) project in the 2025-2026 academic year, with a view to strengthening communication with families and providing support for children across school who may be neurodivergent. This included professional development for all staff in working with children with a range of needs. • The school has recognised the importance of early intervention, having set up a hub for children with complex needs and two nurture provisions to support children in Key Stages One and Two • From observations and discussions with stakeholders, it was recognised that the school “structures provision around the child and their voice” and values their whole development and not just their academic progress. The school continues to
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prioritise the wellbeing of its pupils, recognising the importance of developing emotional regulation skills as a foundational skill to success and progress.

Monitoring, tracking and evaluation

- Children on the SEND register have APDRs with SMARTA targets set and reviewed termly by the SENDCo in collaboration with teachers, pupils and parents. The SENDCo continues to work alongside staff to set targets and secure suitable interventions to support pupils in different ways. As part of a 'hands-on' support cycle, the SENDCo also regularly visits classrooms, conducts pupil voice and observes pupils who have been identified by their teachers as having a potential SEND, as well as carrying out more formal lesson visits. *Where appropriate, 1:1 work takes place with pupils to identify barriers to learning and support staff in planning appropriate interventions.*
- Reported during the review, the previous SENDCo had established excellent relationships with parents and teachers and had a good understanding of the students on the SEND register across school and the progress they are making. The current SENDCo continues to build upon this relationship through the involvement of other professional support groups, partly through establishing a parent/carers forum with support from PODS (Parents Opening Doors). *Several coffee mornings took place during the 2025-2026 academic year, with more scheduled to follow.*

Working with pupils and parents/carers of pupils with SEND

- During the review, parents of children with SEND spoke very highly of the communication from school, particularly the SENDCo. They described the support they had received from school as "amazing", "fantastic" and "life changing".
- During the SEND review, both parents felt that the previous school SENDCo went above and beyond in the support he had provided them and that they could see fantastic progress from their children within the past 6 months.
- Pupils with SEND described the teachers as very understanding and that their support staff helped them in lessons. One student also shared communication cards which he had made to support himself in lessons.
- The school has high expectations for their students with SEND as pupils were very proud of their work and had lots of work that they wanted to share and discuss. When sharing their work, students were clear on what they had been learning in the lesson and reflected on what they had achieved.

Leadership of SEND

- During the review, Senior leadership and the SENDCo welcomed feedback and expressed that the advice from the SEND review would be informing their SEND development plan. They expressed a strong commitment to SEND and their school

	ethos of “everyone welcome, everyone belongs”. All members of SLT were clear on their roles and responsibilities towards SEND and its importance within the school. - Both the previous SENDCo and current SENDCo hold the NASENCO award, a post-graduate qualification which involves studying Special Educational Needs and Disabilities, studying the co-ordination of provision and the principles of inclusion. <i>The opportunity to develop CPD for the SENDCo, class teachers and teaching assistants is taken very seriously.</i> - The school governor is very experienced in SEND, and this was evident in her understanding of the school’s SEND picture, including understanding the needs of the students, the provision in place and the areas of development for the school. She expressed a desire to carry out further learning walks with a focus on the use of adult support. - SLT expressed that they have worked hard to establish a staff culture which is “open, honest and supportive” and ensure that they take the time to gather opinions from staff as well as time to share practice in a collaborative way. They discussed the positive impact of this as staff will now seek out conversations with SLT proactively. - The previous SENDCo established trusting and collaborative relationships with staff in school and teachers expressed that they felt very comfortable in speaking directly to him about any concerns they may have and feel very supported. The new SENDCo has built upon this through regular classroom visits and by supporting APDR writing so that teachers can discuss interventions and strategies for their pupils. The format for APDRs has been updated with a view to reducing teacher workload while recording interventions, adjustments and accommodations in an efficient manner. The new format also allows teachers to see all professional involvements at a glance.			
	<table><tr><th>Next Steps for SEND Provision – from the review</th></tr><tr><td>To develop whole-school and personalised approaches to supporting, monitoring and analysing behaviour and emotional regulation. <i>Teachers and TAs have received CPD from BSAT and from neurodiversity practitioners in supporting emotional regulation and in making classroom environments more accessible following a whole-school sensory audit. The SENDCo works closely with the school’s Attendance, Behaviour and Mental Health lead to develop wellbeing areas in each classroom. More effective tracking of mental health support and intervention, developed through collaboration with pastoral staff, is now in place. This includes the use of Strength and Difficulties Questionnaires across school to identify children for earlier support.</i></td></tr><tr><td>To develop a system for monitoring and tracking progress of students in all interventions across school.</td></tr></table> As a result of this, all pupil progress meetings now include the SENDCo. This allows her to see how pupils with SEND are progressing and identifies other pupils who may have SEND. <i>Regular meetings take place between the Headteacher, SENDCo and the Attendance and Behaviour Lead to look at how pupils with SEND are progressing.</i>	Next Steps for SEND Provision – from the review	To develop whole-school and personalised approaches to supporting, monitoring and analysing behaviour and emotional regulation. <i>Teachers and TAs have received CPD from BSAT and from neurodiversity practitioners in supporting emotional regulation and in making classroom environments more accessible following a whole-school sensory audit. The SENDCo works closely with the school’s Attendance, Behaviour and Mental Health lead to develop wellbeing areas in each classroom. More effective tracking of mental health support and intervention, developed through collaboration with pastoral staff, is now in place. This includes the use of Strength and Difficulties Questionnaires across school to identify children for earlier support.</i>	To develop a system for monitoring and tracking progress of students in all interventions across school.
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	To develop a whole school approach to sharing APDR targets with students (e.g. visuals) and giving regular daily verbal praise and feedback related to these. <i>The new APDR format is now easier for all to follow and allows for more effective sharing of targets and support with pupils.</i>																			
What types of SEND do we provide for?	We currently provide additional and/or different provision for a range of needs: • Communication and interaction, for example, ASC, speech, language and communication difficulties. • Cognition and learning, for example, Specific Learning Difficulties e.g. dyslexia, dyscalculia. • Moderate/severe/profound and multiple learning difficulties. • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), challenging behaviour, anxiety. • Sensory and/or physical needs, for example, visual impairments, hearing impairments, multisensory impairment. <i>New provisions have been developed to support children with more complex needs. These are run by well-trained and enthusiastic staff who work closely with the SEND, Behaviour and Nurture leads to plan and develop the offer for these children.</i>																			
2023-24 School Headline Information (Based on latest DfE data and school numbers at July 2025)	<table><tr><td>361 NOR</td><td>%</td><td>T&W</td><td>National</td></tr><tr><td>50 SEN support</td><td>13.9%</td><td>15.2%</td><td>13.6%</td></tr><tr><td>10 EHCP</td><td>2.8%</td><td>4.3%</td><td>4.8%</td></tr><tr><td>60 All SEN</td><td>16.6%</td><td>19.5%</td><td>18.4%</td></tr></table>				361 NOR	%	T&W	National	50 SEN support	13.9%	15.2%	13.6%	10 EHCP	2.8%	4.3%	4.8%	60 All SEN	16.6%	19.5%	18.4%
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How do we identify and assess pupils with SEND?	We assess each pupil’s current skills and levels of attainment on entry. <i>Prior to entering primary school, the SENDCo liaises with nurseries and childminders to establish early support for children who may need additional help.</i> Class teachers make regular assessments of progress for all pupils and identify those whose progress: • is significantly slower than that of their peers starting from the same baseline • fails to match or better the pupil’s previous rate of progress • fails to close the attainment gap between the pupil and their peers • is raised as a concern by a parent or carers and																			

	• is a concern raised by the pupil themselves. This may include progress in areas other than attainment, for example, social needs. The pathway and support provision for children you may be identified to have SEND are clearly reflected in the school SEND policy. All information or queries raised regarding to SEND provision are discussed with the school SENDCo: Miss Sherrell Brotherton Assistant Head Teacher and SENDCo sherrell.brotherton1@taw.org.uk
What is our approach to teaching pupils with SEND?	Pupils identified as having SEN and/or disabilities may require provision that is adapted to meet their needs. At Dorthill Primary school subject leaders have worked closely with the SENCo and SLT to develop a curriculum to meet those needs. Quality First Teaching is the first step for teaching children with SEND. We recognise that teachers are responsible and accountable for the progress of all pupils in their class. As a result, for each subject, we have a SEND adaptations sheet to help inform planning and preparation for lessons. When required, to fully adapt our teaching to meet the needs of all children, teachers (in partnership with phase leaders) plan interventions to ensure barriers to learning are reduced. We work closely with outside agencies such as the LSAT, EP team (along with many others – see above), to ensure we are meeting the needs of all children as effectively as possible.
How do we adapt the learning environment?	<i>We will make necessary adaptations to meet pupils' needs, including:</i> Adapting the learning environment to include visual supports, such as visual timetables, talk boards and Now/Next/Then signifiers as standard classroom practice. • Adapting the curriculum and resources to ensure all children have access to a broad curriculum. • Using recommended aids such as AAC devices, iPads, laptops, coloured overlays, larger fonts or talking devices for pupils with visual impairments etc. • Ensuring sensory needs are met using items that allow 'productive' fidgeting, safe chewing or that reduce classroom noise to a comfortable level.

	• Provision of a 'calm space' for children who struggle with self-regulation, which may include the use of sensory dark dens which are carefully resourced to support this. • Encouraging safe self-regulation through the provision of soft-furnished spaces where children can take time to be calm • Differentiating teaching <i>for example, longer processing times, pre teaching of key concepts and key vocabulary, reading instructions aloud etc.</i>
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How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	Dothill Primary School strives to be inclusive to all. It is our vision that all children should have the opportunity to be the best they can. As a result: • All extra-curricular activities and school visits are available to all pupils, • All pupils are encouraged to go on residential trip(s), with accommodations made which will enable children with complex needs to access the activities in the way that works best for them. • All pupils are encouraged to take part in sports day/school plays/special workshops etc. • Pupils are not excluded from activities because of their SEND. Some activities may need adaptations, accommodations or adjustments. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate).
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How do we consult pupils and parents of pupils with SEND and involve them in their child's education?	When a child is identified as potentially needing special educational provision, a discussion with the parent or carers is always had (along with the pupil where appropriate) to ensure that: • All stakeholders in the pupil's education have a clear understanding of the pupil's areas of strength and difficulty • The parent/carers concerns and ambitions are taken into account • Everyone has a clear understanding of the agreed outcomes sought for the pupil • Everyone is clear what the next steps are
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	Once a child is on the SEND register, termly Assess, Plan, Do, Review cycles are initiated. These involve the parent/carer and child in each step to ensure pupil and parent views are present and clear lines of communication in place to continue working collaboratively. The school has also implemented SEND coffee afternoons to ensure parents have regular contact with school regarding their child's SEND support and provision. <i>Early Help coffee mornings now support families on a pastoral level.</i>
How do we assess and review pupils' progress towards their outcomes?	We follow the graduated approach and the four-part cycle of assess, plan, do, review. Teachers work with the SENDCo to carry out a clear analysis of the pupil's needs. This draws on: • The teacher's assessment and experience of the pupil • The pupil's previous progress, attainment and behaviour • Other teachers' assessments, where relevant • The pupil's development in comparison to their peers and national data; • The views and experiences of parents and carers • The pupil's own views and; • Advice from external support services. We regularly review the effectiveness of support and intervention and the progress of pupils.
How do we support pupils moving between phases and in preparing for adulthood?	<i>We plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. We will share information with other schools at transition points. Information sharing between schools and other professionals is always carried out with full consent from parents and carers.</i> Transition will involve a range of activities which could include: • <i>Preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times</i>

	• <i>Pupils being accompanied by a named adult as part of the transition arrangements</i> • <i>The SENDCO chairs annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or who have complex needs</i> • <i>The SENDCo attends nursery and pre-school visits with EYFS staff, where necessary, to ensure that transition to primary school is effectively planned and prepared.</i>
How do we support pupils with SEND to improve their emotional and social development?	We strive to ensure all children are supported at Dorthill Primary School, including those who require support with their social and emotional development. We have a passionate and strong nurture team at school who are led by the Deputy Head Teacher, Nikki Harvey. As well as continuous, ongoing nurture provision across the school, we support this further, for example: • The teachers will closely monitor the emotional and social development of each pupil using SDQs, the Leuven Scale and Boxall Profiles for each pupil. • Any concerns will be discussed with the nurture team, the pupil and their parents. • Where appropriate, the child may receive ELSA support. • Where appropriate, outside agency support will be accessed i.e. the Educational Psychologist.
What expertise and training do our staff have to support pupils with SEND?	• The SENDCo holds the NASENCO accreditation. • The SENDCo is allocated time during the week to manage SEND provision. • Learning support assistants and higher-level teaching assistants have accessed training to deliver SEND provision. • The SENDCo regularly attends SENDCO Network meetings and other CPD. • Outside agencies are used to deliver in-school training.
How will we involve other organisations in meeting the needs	The SENDCo seeks advice or support from outside agencies. External agency support is requested by the SENDCo following discussion with parents and the child's class teacher. Outside agencies will then provide support through school observations,

of pupils with SEND and supporting their families?	assessment of individual pupils, attendance at annual reviews/multi-agency meetings and written reports. <i>On occasions, the Fair Access Panel may be consulted in order to offer more tailored support for children with complex emotional and behavioural needs.</i>
How do we secure equipment and facilities to support pupils with SEND?	• Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies and the Local Authority as appropriate. <i>On occasions, the school may apply for grants to support more intensive building work or alterations to the fabric of the building in order to meet safety, personal care or sensory needs.</i> • When pupils meet the criteria, the Inclusive Schools Forum will be accessed as a source of funding for adult support and equipment such as Assistive Technology.
How do we evaluate the effectiveness of our SEND provision?	The effectiveness of provision for pupils with SEND is evaluated by the class teacher and SLT: • reviewing pupils' individual progress towards their goals each term • reviewing the impact of interventions after an agreed number of weeks • using pupil questionnaires • capturing pupil voice by talking with SEND pupils • lesson visits • work sampling • data analysis • monitoring by the SENDCo • using provision maps, pupil passports, individual education plans to measure progress towards goals • holding annual reviews for pupils with Education Health Care Plans

How do we handle complaints from parents of children with SEND about provision made at the school?	We advise parents/carers about how to make a complaint about SEND provision. The Headteacher will then discuss the complaint with the class teacher and SENDCo. If the matter is not fully resolved, parents and carers will then follow the school's complaints policy. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN and/or disabilities tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding: • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services
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Where can the LA's Local Offer be found?	www.telfordsend.org.uk
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Author:	Sherrell Brotherton
Date Agreed:	
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Review requirements:	
Next Review:	
Approved by:	Dothill Governing Body