Dorchester Primary School

Special Educational Needs and Disability (SEND) Information Report (2026–2027)

Achieving Excellence Together in a Caring Community

Headteacher: Cathy Bell

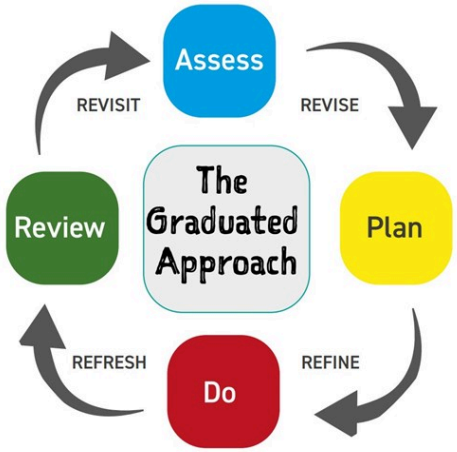
SENDCo: Suzanne Rankin

Governance & Oversight: Governing Body, Headteacher, SENDCo

What does Special Educational Needs (SEND) mean?	A learning difficulty is defined as a significantly greater difficulty in learning than the majority of children of the same age. Special educational provision means provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. A disability (under the Equality Act 2010) is defined as a physical or mental impairment which has a long-term and substantial adverse effect on a child's ability to carry out normal day-to-day activities.
What are the different types of SEND provided for at Dorchester Primary?	Dorchester Primary is an inclusive mainstream school where every teacher is a teacher of pupils with special educational needs. We provide support across the four broad areas of need set out in the SEND (Special Education Needs and Disabilities) Code of Practice:

	1. **Communication and Interaction:** Speech, Language, and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD/Autism). 2. **Cognition and Learning:** Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD: dyslexia, dyscalculia, dyspraxia). 3. **Social, Emotional and Mental Health (SEMH):** Underlying mental health difficulties such as anxiety, depression, ADD (Attention Deficit Disorder), ADHD (Attention, Deficit Hyperactivity Disorder), or attachment disorder manifesting through withdrawal, isolation, or challenging behaviour. 4. **Sensory and/or Physical Needs:** Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or Physical Disability (PD).
How do we identify additional needs at Dorchester Primary?	We recognise and address difficulties as early as possible through a systematic approach: ● Regular diagnostic marking, tracking, and continuous teacher assessments ● Comparison of attainment against peers and national curriculum frameworks (EYFS - Early Years Foundation Stage, KS1- Key Stage 1, KS2- Key Stage 2) ● Observations of individual development, behavior, and attendance. ● Early identification of non-SEND factors (e.g., medical conditions, EAL (English as Additional Language), Pupil Premium, LAC (Locked After Child) status). ● Concerns raised by class teachers, parents/carers, or external agencies

What should I do if I think my child may have SEND?	
How will my child be supported at Dorchester Primary where needs are identified?	We follow the London Borough of Sutton's **School Graduated Assessment and Provision** framework (*Assess, Plan, Do, Review*) using the *Provision Map* platform.

	 • **Assess:** The class teacher and SENDCo carry out a detailed analysis of the pupil's needs, drawing on teacher data, parent views, and external advice. • **Plan:** Where SEND Support is required, parents are formally notified. Adjustments, targets, interventions, and review dates are recorded on *Provision Map*. • **Do:** High-quality adapted teaching is delivered. Targeted 1-to-1 or group interventions are carried out by TAs or specialist staff, overseen by the class teacher and SENDCo. • **Review:** Targets are evaluated termly with parents and pupils. If progress is significant, the plan is updated or stepped down; if insufficient progress is made, external referrals or an EHCP request are considered
How will the curriculum and environment be adapted to meet my child's needs?	In line with Sutton's **Ordinarily Available Provision (OAP)** framework, our starting point for all learners is **High Quality First Teaching (HQFT)**. Class teachers deliver an adapted, broad, and balanced curriculum tailored to individual starting points, using inclusive, adaptive teaching strategies to ensure full peer participation and high expectations for every child. **Classroom Adaptations (High Quality First Teaching / OAP):** To ensure learning is accessible within the main classroom, we embed core OAP universal strategies: • **Visual & Structural Supports:** Use of visual schedules, visual aids, and simplified formats to support task processing and navigation throughout the day. • **Pre-teaching & Vocabulary:** Explicit pre-teaching of key subject vocabulary to build confidence and reinforce comprehension.

	• **Multi-Sensory & Interactive Learning:** Interactive whiteboards and tactile resources to engage different learning styles. • **Consolidation & Processing Time:** Over-learning opportunities, structured repetition, and built-in processing time to aid retention and fluency. **Specialist Learning Environments (Targeted & Specialist Provision):** Where pupils require quiet, sensory, or therapeutic spaces alongside high-quality classroom teaching, we provide access to dedicated specialist environments: • **Green Room:** A structured, low-arousal environment designed to reduce distraction and support quieter, highly focused learning. • **The Quartz Haven:** A designated regulation space focused on emotional wellbeing, social-emotional support, and pastoral care. • **Sensory Pod:** An immersive sensory space utilised for soothing, self-regulation, or multi-sensory stimulation as needed. • **Butterfly Room:** Equipped specifically for Occupational Therapy (OT), Speech and Language Therapy (SALT) activities, and physical regulation interventions.
How will we monitor your child's progress?	• Progress is evaluated termly through pupil progress data analysis, standardised test scores, book looks, learning walks, and formal pupil progress meetings with senior leadership. • Intervention impact is formally reviewed termly on *Provision Map* to ensure strategies are producing measurable outcomes.
How do we collaborate with parents?	We work in close, transparent partnership with families: • **Parent Consultations:** Three formal consultations a year to discuss progress, review draft SEND Support Plans, and set collaborative targets. • **Regular Communication:** Home-school communication books, phone calls, and direct email contact for working parents. • **EHCP Reviews:** Formal Annual Review meetings every 12 months for pupils with an EHCP.

What are the arrangements for ensuring pupils are consulted in their provision?	• Pupil views and experiences are gathered at every stage of the Graduated Approach. • Children participate in writing a Pupil Passport • Children participate in reviewing their targets on *Provision Map* and contribute their voice to EHCP Annual Reviews.
What skills do our staff have to enable them to support children with SEND?	• Continuous Professional Development (CPD) is prioritised by leadership to meet identified staff needs and school priorities. • Specialised advice and training are facilitated by the SENDCo and multi-disciplinary professionals to keep staff skilled and confident.
How will my child be included in activities outside the classroom, including school trips?	• Every child is valued equally and given maximum possible access to extra-curricular activities, assemblies, and off-site educational visits. • We provide inclusive extra-curricular opportunities, such as our before- and after-school **Willow Club**, holiday
How will my child be supported during examinations and assessments?	To ensure pupils perform to the best of their ability in a relaxed environment, we provide tailored access arrangements: • One-to-one support, readers, scribes, small group settings, and adapted internal assessments. • Formal applications for extra time during statutory Key Stage 2 SATS where eligible.
How will the school prepare and support my child when joining or moving setting?	• **Entry to School (EYFS):** Information gathering, photo transition books and home visits. • **In-Year Transfers:** Fast-tracking of pupil records and direct liaison with previous settings/professionals. • **Class-to-Class:** Video social stories featuring new teachers and a tour of the classroom. • **Primary to Secondary Transfer:** SENDCo attendance at Sutton Borough SEND Transfer Meetings, Year 5/6 transition planning, and accompanied extra visits for identified pupils. Fast-tracking of

	pupil records and direct liaison with previous settings/professionals.
What support is available for improving emotional and social wellbeing?	• **Pastoral Interventions:** Comprehensive PSHE curriculum, buddy systems, Big Friends, Little Friends, Circle Time, and peer partner work. • **Targeted Therapies:** Emotional Literacy Support Assistant (ELSA) sessions, Lego-Based Therapy (team building), Drawing & Talking Therapy and Sand Therapy. • **Regulation Strategies:** Daily sensory breaks, Sensory circuits, brain breaks, movement breaks, Regulation Toolkits in every classroom, Concentrator tools available in every classroom, timetabled visits to the Sensory Pod, Regulation spaces: Quartz Haven and Green room and bespoke Social Stories. • **Health & Attendance:** Clear protocols for supporting pupils with medical conditions, anti-bullying procedures, and attendance tracking
How does Dorchester Primary work with external agencies and multi-disciplinary teams?	Where targeted intervention shows insufficient progress, referrals to specialist services are made with explicit parental consent. We collaborate closely with: • Cognus Educational Psychology Service • Speech and Language Therapy Service (SALT) • Occupational Therapy (OT) Service • Child and Adolescent Mental Health Service (CAMHS) • NHS Education Wellbeing Service • Paving the Way & Early Intervention Teams • Early Years Area SEND Team • Autism Practitioners & Behaviour Support • School Nurse • Early Help Team • Jigsaw4U
Where can details of our accessibility plan be found?	Our building is fully accessible with ramps, a lift, and wide corridors. Our complete Accessibility Plan, Equality Policy, and Anti-Bullying Policy can be accessed via the school website: Dorchester Primary School Website

What are our arrangements for handling complaints from parents regarding SEND?	1. **Informal Concern:** Raise concerns first with the Class Teacher. 2. **Escalation:** If unresolved, arrange an informal referral to the SENDCo (Suzanne Rankin) or Headteacher (Cathy Bell) 3. **Formal Complaint:** If still unresolved, initiate the formal complaints procedure via the SEND Governor and the Local Authority.
What should I do if I am considering Dorchester Primary for my child?	Contact the school main office to schedule a visit or arrange a meeting with our leadership team. ● Children are admitted according to the London Borough of Sutton's Admission Policy. ● If your child has an EHCP naming Dorchester Primary, the Headteacher and SENDCo review provision capabilities prior to formal LA consultation response.
Where can I get additional support and details of the Local Offer?	**.** ● **Sutton Local Offer:** Detailed information on local borough services can be accessed via the Sutton Council Local Offer portal offer Sutton's SEND Local Offer | Sutton Information Hub ● **Sutton Information, Advice and Support Service (SIASS / Cognus):** https://cognus.org.uk/suttoniass/ ● **Contact (For families with disabled children):** https://contact.org.uk/ ● **NASEN (National Association for SEN):** http://www.nasen.org.uk

Appendix: Annual Context Data & School Evaluation School Context Data Summary September 2026	
Total Pupils on Roll (inc. Nursery):	**429**
Total Pupils on SEND Register:	**130**
Pupils with EHCPs:	**21**