Dorchester Primary School

Special Educational Needs and Disability (SEND) Policy

Approved: October 2026	**Next Review:** August 2027

Governance & Oversight: Governing Body, Headteacher, SENDCo

Statutory Compliance & Framework

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0–25 (2014, 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE 2013)
- Special Educational Needs and Disability Regulations 2014 & SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014, 2017)
- The National Curriculum in England KS1 & KS2 Framework Document (2013)
- Teachers' Standards (2012, 2021)
- Dorchester Primary School Safeguarding Policy, Accessibility Plan, and Anti-Bullying Policy

Aims & Objectives of the SEND Policy

Dorchester Primary School is an inclusive, mixed mainstream school where inclusion is the responsibility of everyone, and every teacher is a teacher of pupils with special educational needs. We are committed to delivering an education that values each child as a unique individual, helps them

achieve their personal best, and prepares them to be active, independent participants in their local community.

To fulfill this vision and meet statutory requirements under the SEND Code of Practice, our aims and objectives are to:

- **Promote Inclusion & Equal Value:** Value all pupils equally, irrespective of ability, race, gender, class, background, or community, ensuring every child feels known, understood, and able to belong.
- **Deliver an Ambitious, Adaptable Curriculum:** Provide all pupils with maximum possible access to a broad, balanced, well-planned, progressive, and differentiated curriculum (including the National Curriculum) matched to individual needs while maintaining full inclusion with peers.
- **Set High Expectations & Secure Progress:** Maintain high expectations for every learner, ensuring all pupils make the best possible progress from their individual starting points and are challenged, supported, and nurtured to achieve excellence.
- **Identify & Respond Early:** Recognise and address difficulties as early as possible through a systematic graduated approach, ensuring barriers to learning are removed proactively.
- **Develop the Whole Child:** Support each pupil holistically by nurturing their social, creative, intellectual, physical, and emotional competencies, alongside their mental health and wellbeing.
- **Establish Clear Roles & Quality Practice:** Embed the principle that good special needs practice is good practice for all pupils, ensuring all staff understand their roles and responsibilities in identifying and supporting SEND.
- **Foster Collaborative Partnerships:** Work in close, transparent partnership with parents, carers, and pupils, incorporating their views at every stage and collaborating effectively with external agencies and multi-disciplinary professionals.

Our Ethos, Values & Inclusion Statement

Ethos & Values

At Dorchester Primary School, we believe that high-quality teaching, alongside the nurturing and pastoral care of children, is fundamental to them achieving excellence. We want our children to be happy and to know that they are appreciated and valued.

Our community is centred around care; we care passionately about the children who come to us and want the very best for each and every one of them. We help children to learn how to **care for themselves, care for others, and care for our world**.

Our ethos is underpinned by a set of core values. Our children explore these values through regular **Values Days**, where they consider individual values, learn about inspiring figures who demonstrated

them, and reflect on how to apply them to their own lives. We embed our values throughout the curriculum and reflect on them during whole-school assemblies.

Inclusion Statement

At Dorchester Primary School, inclusion is at the heart of everything we do. We believe every child should feel known, understood, valued and able to belong within our school community, regardless of any barriers they may face.

Inclusion starts with knowing each child well — recognising their strengths, understanding their needs, and identifying barriers early so that all children can thrive academically, socially and emotionally. It is the responsibility of every adult to maintain high expectations for every pupil and to adapt teaching, relationships and provision so that all children can participate, achieve and succeed.

We celebrate differences and nurture a culture where children are proud of who they are, where families feel welcomed and involved, and where positive relationships create the foundations for learning and wellbeing.

Through ambitious teaching, thoughtful support, rich opportunities and strong pastoral care, we ensure every child can develop confidence, discover their passions and achieve excellence together in a caring community.

Definitions of Special Educational Needs & Disability

- Special Educational Needs (SEND): A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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.

- Disability: Under the Equality Act 2010, a disability is defined as "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities." This includes sensory impairments (vision/hearing) and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Broad Areas of Need (SEND 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, ADHD, 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) requiring specialist equipment or habilitation support.

Non-SEND Factors Impacting Progress

We carefully distinguish between SEND and other factors that may impact progress and attainment:

- Attendance and punctuality
- Health and medical conditions
- English as an Additional Language (EAL)
- Pupil Premium eligibility
- Looked After Children (LAC) / Post-LAC
- Service children

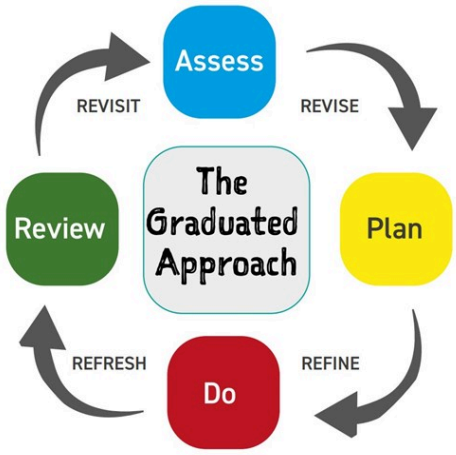
Roles & Responsibilities

Role	Key Responsibilities
Governing Body & SEND Governor	Formulates policy, oversees resource allocation (including specialist facilities), ensures statutory compliance, and monitors SEND outcomes alongside leadership.
Headteacher	Holds overall responsibility for day-to-day management, SEND budget oversight, and line management of provision and specialist spaces.

SENDCo	Coordinates day-to-day SEND provision and use of regulation spaces; manages support plans via *Provision Map*; liaises with staff, parents, and external agencies (SALT, OT, EP, CAMHS, Paving the Way, Early Help); leads SEND CPD.
Class Teachers	Class Teachers: Retain core responsibility for working with every child in their class on a daily basis. They plan and deliver an adapted curriculum, track progress, lead on target delivery, and co-produce SEND Support Plans alongside parents and the SENDCo.
Teaching Assistants	Work under the direction of the class teacher and overseen by the SENDCo to deliver small group and targeted 1-to-1 support.
Designated Safeguarding Lead (DSL):	Oversees safeguarding protocols in alignment with SEND provision

The Graduated Approach (Plan-Do-Review)

Dorchester Primary follows the London Borough of Sutton's **School Graduated Assessment and Provision** framework, utilising the *Provision Map* platform to manage support plans.



1. Assess

The class teacher and SENDCo carry out a clear analysis of the pupil's needs, drawing on:

- Teacher assessments, previous progress, attainment, and tracking data.
- Comparison with peers and national data.

- The individual's development, behaviour, and attendance.
- Views and experiences of parents and the pupil's own views.
- Advice from external support services where applicable.

2. Plan

Where SEND Support is required, parents are formally notified. The teacher, SENDCo, parent, and pupil agree on:

- Adjustments, interventions, and specialized space access (e.g., Green Room, Sensory Pod, OT Room, Quartz Haven).
- Expected impact on progress, development, or behaviour.
- Clear review date and target tracking recorded on *Provision Map*.
- All teaching and support staff are briefed on specific strategies.

3. Do

The class teacher remains daily-responsible for the child, even when interventions involve group or 1-to-1 teaching away from the main classroom. TAs and specialist staff work closely with the class teacher to assess impact and link interventions directly to classroom learning.

4. Review

The effectiveness and impact of support are evaluated termly in line with the agreed date. Parent and pupil views are recorded, and the plan is revised, maintained, or stepped down based on progress.

Regulation and Sensory Provision

To meet diverse sensory, physical, and emotional regulation needs, Dorchester Primary provides dedicated, specialised spaces designed to support self-regulation, targeted interventions, and focused learning:

Space	Purpose & Provision
Green Room	A structured, low-arousal classroom set up specifically for children who require a quieter, less distracting environment to access their learning effectively.
The Quartz Haven	A designated regulation space focused on supporting pupils' emotional wellbeing, self-regulation, and pastoral care.
Sensory Pod	A specialised immersive environment designed to help children soothe, regulate, or stimulate their sensory systems as needed throughout the day.
	A dedicated space equipped for Occupational Therapy and SALT activities,

Butterfly Room	fine/gross motor skills development, and physical regulation interventions.

EHCP Assessment & Statutory Reviews

Requesting an EHCP: If a pupil makes insufficient progress despite significant, targeted intervention under SEND Support, the school or parents may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority that the child lives in. The school submits evidence showing interventions attempted and outcomes. If an EHCNA is agreed then a detailed assessment of a child's needs will be undertaken.

EHC Plan Provision: If granted, the Local Authority specifies precise educational, health, and social care provision in a legal EHCP document.

Annual Reviews: EHC Plans are formally reviewed every 12 months in collaboration with the Local Authority, parents, school staff, and external agencies.

Admissions, Access & Transitions

Admissions: Children are admitted in accordance with the London Borough of Sutton's Admission Policy. If the LA specifies Dorchester Primary under an EHCP, the Headteacher and SENDCo review provision capabilities prior to consultation. There is a statutory 15-day consultation window schools must adhere to when named on a draft EHCP by the Local Authority under Section 39 of the *Children and Families Act 2014*.

Curriculum Access Strategies: Visual schedules, pre-teaching concepts/vocabulary, interactive whiteboards, over-learning opportunities, sand timers, easy-grip scissors, reading rulers, wobble cushions, ear defenders, work screens, and tailored physical adaptations.

Transition Arrangements:

- Entry to School: Information gathering, photo transition books, summer visits, and pre-term visits for vulnerable pupils.
- In-Year Transfer: Fast-track record requests and direct contact with previous settings/professionals.
- Primary to Secondary Transfer: Attendance at Borough SEND Transfer Meetings, extra transition visits accompanied by familiar staff, and Year 5/6 Annual Review planning.

Monitoring, Staff Development & Complaints

- Provision Monitoring: Evaluated through pupil progress data analysis, standardized test scores, book looks, learning walks, and pupil progress meetings.
- Staff Development (CPD): Continuous professional development prioritised by leadership to meet staff-identified needs and school SEND priorities.
- Complaints Procedure: Concerns should be raised first with the Class Teacher, then informal referral to the SENDCo or Headteacher. If unresolved, the formal complaints procedure is initiated via the SEND Governor and the Local Authority.
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Key Contact & Support Links

- Sutton Local Offer: https://www.sutton.gov.uk/children-and-families/send-local-offer
- Sutton Information, Advice and Support Service (SIASS / Cognus): https://cognus.org.uk/suttoniass/
- Contact (For families with disabled children): https://contact.org.uk/
- NASEN: http://www.nasen.org.uk