



Dobcroft Nursery Infant School

SEND Policy and Information Report 2025/26

Key People

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Document Adopted By Governing Body

Date:	September 2025
Signed:	
Print Name:	
Date of Next Review:	September 2026

Article 23

If I have a disability, I have the right to special care and education.



Article 29

I have the right to become the best I can be.



Welcome to Dobcroft Infant School

Pingle Road, Sheffield, S7 2LN

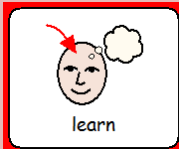
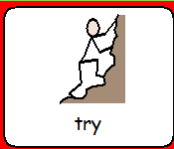
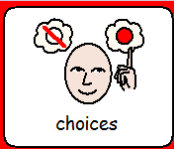
Ages 3 -7

This booklet combines our SEND information report and SEND policy. It contains all of the key information parents/carers and staff need about SEND at our school. Any questions or comments please get in touch.

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Our Vision	<i>To provide a foundation for fulfilled lives, inspiring and creating confident learners.</i>
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Our Values	Enjoy learning 	Try our best 	Make good choices 	Respect each other & surroundings 	Work together 	Celebrate our successes 
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Our vision for SEND

Dobcroft Infant School is an educationally inclusive school. We believe that all children, regardless of ability and behaviour, are of equal value. Children with SEND are not viewed separately; but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

We believe every child with SEND can thrive. We do everything we can to make sure that can happen.

That means we:

- Provide lessons that meet the needs of every child
- Make reasonable adjustments to lessons and our school environment
- Provide staff training to expand our SEND expertise

Our ambition for pupils with SEND

We are ambitious for all children with SEND. We want them to make excellent progress and support them to reach their full potential. We want to ensure that all children with SEND feel included and build strong relationships with others in the school community. We want to give them the knowledge and skills they will need for life.

In the long term, we want our children with SEND to:

- Have excellent basic skills (especially in reading, writing and maths)
- Develop friendships and good relationships
- Live a healthy and independent life in the community
- Be successful in work

What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** for which we need to make **special provision**.

The four categories of SEND

Schools follow the guidelines from the government's [SEND Code of Practice](#), where SEND is broken into four categories:

1. Communication and interaction, including:

- Autism
- Social communication difficulties (other than autism)
- Speech and language difficulties

2. Cognition and Learning, including:

- Learning difficulties
- Dyslexia
- Focus, attention or memory difficulties

3. Social, emotional and mental health including:

- ADHD/ADD
- Anxiety and low mood
- Dysregulated behaviour

4. Physical/sensory needs, including:

- Visual impairment
- Hearing impairment
- Physical needs (e.g. cerebral palsy, developmental co-ordination disorder).
- Medical needs

Some children have more than one type of SEND. At Dobcroft, our main type of need is currently communication and interaction, including autistic children. Many of our SEND children also have social, emotional and mental health needs.

We welcome children with any of the above types of SEND who have applied for a place. If a child has complex needs and an Educational Health and Care Plan, we consider admissions (through an Educational Health and Care plan consultation). For more information on this, please contact our SENCO.

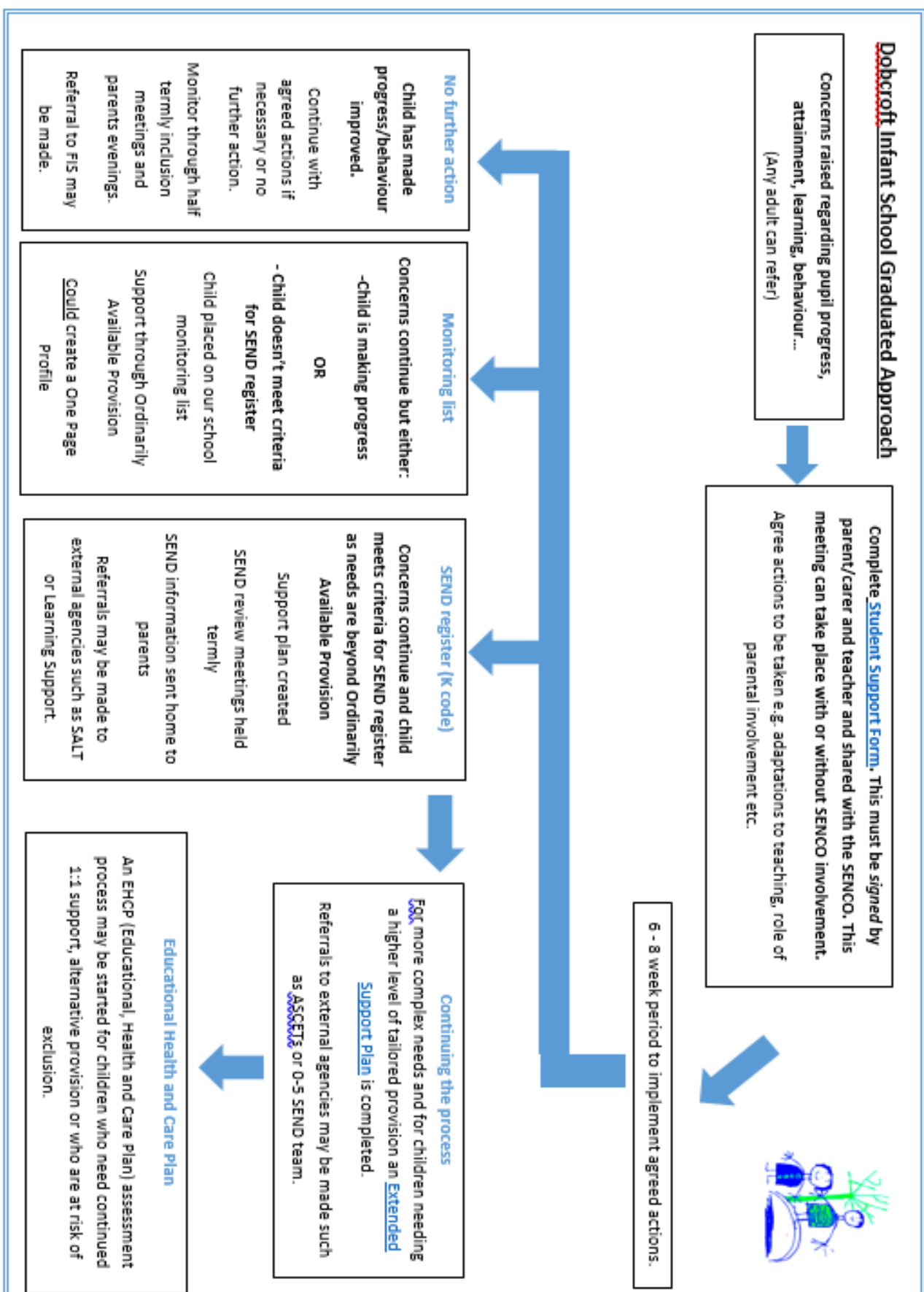
Identification of SEND

- **Before a child starts at our school or preschool:** Some children already have identified needs, and these are discussed with parents/carers and at visits to alternative pre-school settings. Our staff attend any SEND review meetings arranged by the pre-schools, in the term before children are admitted to Dobcroft.
- **In school:** All teachers are teachers of pupils with SEND and are responsible for identifying SEND needs as early as possible. This could be through teacher observation, teacher assessment, and screening or assessment tools. If staff have concerns that a child may require SEND support, they will have a discussion with parents/carers and fill in a student support form. This involves identifying areas of need and outlining the support the child requires. We review this after 6-8 weeks and may result in children going onto the SEND register with parent/carer permission.
- **Parents/carers:** This could be from information provided by parents/carers or in discussion with them. Staff at our school recognise that parents/carers know their children best, and are keen to discuss with them any concerns or observations they may have.

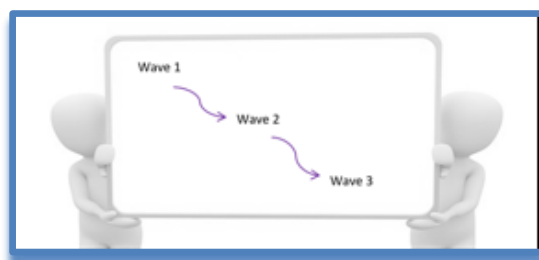
Where appropriate, referrals are made to outside agencies including, Learning Support, Early Years Inclusion, Educational Psychologist, Autism and Social Communication Team and the Family Intervention Service. Referrals to Ryegate Children's Centre, for example if a parent/carer thinks their child may be autistic or have ADHD, may be made by one of these agencies or via their GP.

Support services we work with include	
Learning Support • Jessica Bailey • Contact details via the SENCO	NHS Speech and Language Therapy • Emma Glover • 0114 226 2333
Educational Psychology (EPS) • Dean Allen-Biddell • 0114 250 6800	Autism and social communication team (ASCETS) • Sophie Hughes – Link teacher • 0114 250 6800 • Autism.educationteam@sheffield.gov.uk
Child Mental Health Support (CAHMS) • 0114 271 6540	0 – 5 SEND team • 0114 273 6411
Deaf and Hearing Impaired Team • 0114 273 6410	Community Continence Service • 0114 305 3240 • Children's Community Confidence Clinic, Centenary House, 55 Albert Terrace Road, S6 3BR
Visual Impairment Team • 0114 294 1201	Community Paediatrics • 0114 305 3378
Ryegate Children's Centre • 0114 271 7656	Family Intervention Service • 0114 203 7485

This flowchart shows in more detail how we identify SEND needs.



Meeting children's needs



Children's SEND needs are varied and not all children need the same level of support. Some children may only need small adjustments, while others might need more intervention. We match the level of support to the child's level of need in a **graduated approach**.

At Dobcroft, we have three waves of support:

Wave 1

This is ordinarily available provision put in place by the class teacher. It includes:

- Teachers who are ambitious for all their children.
- Well planned lessons that offer extra scaffolding and support to those who need it.
- Resources to help all children succeed (e.g. writing frames, number lines, talking postcards, visual timetables, zones of regulation).
- Acknowledging and embracing the different learning styles and personalities of the children.
- Following our trauma-informed approach to build positive relationships with children and to support children to manage their emotions and behaviour.
- **For more information, see our ordinarily available provision document on the following page**

Wave 2

This is for children who need extra support. It is often small group work, either in the classroom or elsewhere in school. For example:

- Small group interventions, for example for reading and writing.
- Extra teaching assistant support in lessons.
- Specialist SEND interventions such as *Attention Autism* and *Lego Therapy*.
- Social skills groups.
- Sensory circuits.
- Emotional regulation groups.

Wave 3

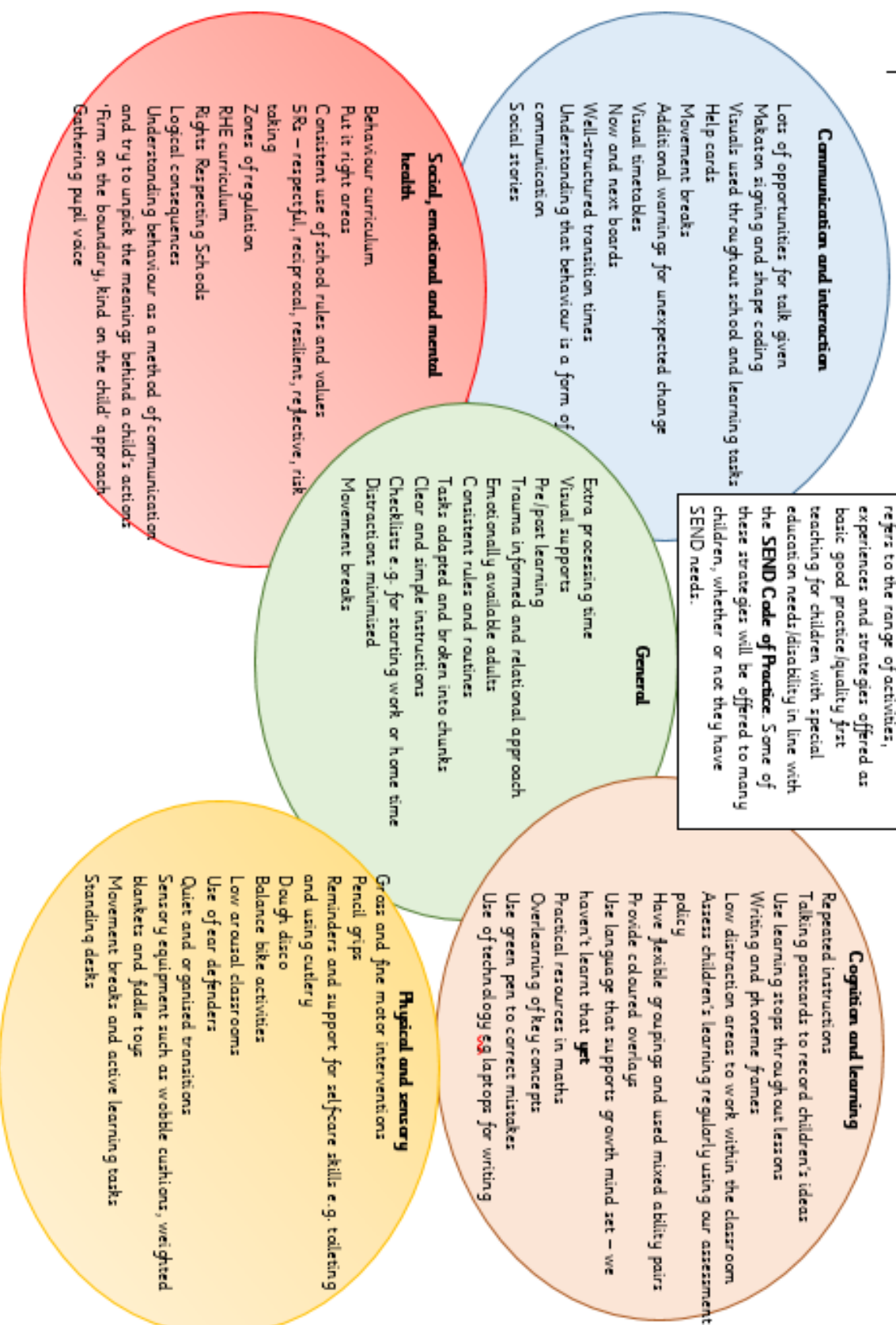
This means personalised SEND interventions. For example:

- Targeted phonics support.
- Work to help fine or gross motor skills.
- 1:1 interventions such as speech therapy work.
- 1:1 or small group support to access learning in the classroom.
- Adaptations to the child's environment (e.g. a visual timetable, a calming area).
- Person-centred plans (eg 1 Page Profile, SEND support plan, extended support plan)

Ordinarily Available Provision at Dobcroft Nursery Infant School



The term 'ordinarily available provision' refers to the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with the **SEND Code of Practice**. Some of these strategies will be offered to many children, whether or not they have SEND needs.



Targets

SMART targets

We set SMART targets for children with SEND so that staff, parents/carers and children know what we are all working towards. Each child has three targets that are reviewed termly as part of the '**assess, plan, do, review**' process. These targets are part of a child's SEND support plan or extended support plan. New plans are usually created for the first SEND review of the year.



SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child. We avoid using vague words and say what the child **will be able to do**.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's areas of need, or what we want them to achieve next.
- ✓ **Time bound:** Targets are normally set for one academic year, with small steps to break it down.

Assess, Plan, Do, Review (The Graduated Response)

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

Assess: We decide what the child's needs are and assess progress they have made against their targets.

Plan: We set SMART targets. We decide how we support the child to meet these targets.

Do: Everyone follows the agreed plans.

Review: We look at how well the plans have worked and agree what to do next.

We hold SEND review meetings 3 times a year so that we can agree targets in partnership with parents/carers and review previous plans and progress. We also ask for the child's view through one-page profiles and conversations with staff. This information comes together in a **support plan**, which we co-produce for your child.

If your child has complex needs, we may create an **Extended Support Plan**, which includes extra information about a child's history and other agencies that might be involved with your child.

EHCPs

EHCP is short for *Education, Health and Care Plan*. An EHCP is a legal document. It describes a child or young person's educational, health and social care needs. It sets out the specialist provision needed. This is to meet the child or young person's needs and achieve agreed long-term outcomes. The local authority issues them after an EHC needs assessment.

Most children's SEND needs can be met in school without an EHCP. They are supported in the ways set out above, using the SEND funding we receive from the local authority. We use a child's support plan or extended support plan as a guide. A small number of children with more complex SEND may require an EHCP and these can be requested by school or by parents/carers.

The [local offer](#) provides more information about EHCPs or you can talk to our SENCO if you would like more information.

Teamwork with Parents and Carers

Parents/carers are vital to the success of children with SEND as:

- Their knowledge helps us to get a complete view of a child's needs.
- They tell us what strategies work well at home for their child.
- Parents/carers attend termly SEND reviews so that together we can review their child's progress as a team.
- Parents/carers use ideas from school to help with their child home.
- Parents/carers share useful information with us to help meet the child's need (e.g. clinic reports).



Co-Production

Co-production means parents/carers being a key part of planning SEND support and deciding what is provided for their children.



Co-production is important to us. Parents/carers help by coming to SEND reviews and giving their input or by keeping us updated on their child's life.

Just as importantly, parents/carers help us to improve our SEND support through ongoing feedback and parent/carer surveys.

How our curriculum and school is adapted



The curriculum is adapted to meet the needs of all children in the following ways:

- All planning includes considerations for how materials and learning can be adapted to make it more accessible.
- Clear familiar visuals and routines are embedded throughout school.
- Shape coding is used to support children to access literacy-based subjects.
- Every classroom has a “Put It Right” area, which includes a turn-around box and calming down tricks to help with emotional regulation.
- Breakout spaces in our school give children a quieter space to learn or regulate.
- Adjustments and support for pupils to join school trips

The Den is a hub within our school that specialises in supporting children with complex speech, language and communication or social, emotional and mental health needs. This space offers children the opportunity to learn in a quieter space with higher staff ratios, access interventions and build behaviours for learning and skills for life. For more information about The Den speak to our SENCO.

Our school buildings are adapted to for children and adults with disabilities for example with:

- Wide paths and handrails
- Wheelchair accessible entrance ways
- Accessible toilets and wet room

Prior to admission, any parents/carers and children with a disability are invited to visit the school to look at the environment and the approach to learning. Any concerns can be discussed with staff and early planning for entry is done between staff and parents/carers, sometimes with external professional involvement.

For more information on our strategy for increasing accessibility for disabled pupils at our school, please read our [accessibility plan](#). It details how the school will improve physical access to our buildings and increase participation in the curriculum to ensure pupils with disabilities can fully participate in school life.

Support for Social, Emotional and Mental Health Needs

We are proud to be a caring, nurturing and supportive school. We follow a relational, child-centred approach to behaviour management and emotional needs. Our staff are trained in Trauma Informed approaches. We believe that children need to feel happy, secure and safe to meet their potential. Each child is treated as an individual.

If a child is exhibiting challenging behaviour, we try to find the causes and then make adaptations or offer support to help alleviate this behaviour. Sometimes we need to work with parents/carers and staff to create individualised behaviour plans to support children and staff with this. More information on our approach to supporting behaviour can be found in our [Relationships and Behaviour policy](#).

Some of our teaching assistants are trained so that they can work on 1:1 or small group basis with pupils who need emotional and social support. We offer support at lunchtimes for those children who find playtime more difficult to cope with or who have physical needs. We work closely with the Family Intervention Service and an intervention worker from their team can provide parental advice, signpost to services or create referrals for more intensive support. Harry Jenkinson, an Educational Mental Health Practitioner from the Healthy Minds team, also supports us. He works with small groups and 1 to 1 to support children and families with emotional regulation and self-esteem.

Some of our support is available to all children:

- Philosophy for Children (P4C) lessons to learn thinking skills.
- Zones of regulation
- School assemblies about emotions and feelings.
- A behaviour curriculum that is explicitly taught to pupils and clear systems for managing behaviour.
- Play equipment for children to enjoy at playtime and lunchtime, and to aid regulation.
- Learning about the rights of all children through our Rights Respecting curriculum helps children to understand their rights and how to support the rights of other children (eg the right to be safe means that all children have to work to keep each other safe).

Some children also have extra support, including:

- Pastoral groups to support worries and anxiety
- Social groups that focus on turn taking and play skills
- Lego therapy
- Forest school
- Stress support plans to help identify triggers and support de-escalation



Support for Parents/Carers

As a school, we want to create an inclusive, open culture where families of children with SEND feel supported and valued. We understand the unique challenges of parenting children with SEND and some of the ways we offer support are:

- Termly coffee groups for parents/carers of children with SEND to meet and create support networks.
- Hosting SEND information sessions run by partner organisations or parent/carer support groups
- Termly SEND review meetings (three times a year) with your child's teacher, and sometimes the SENCO.
- Transition reviews with their child's new class teacher/the junior school.
- Strong links with Dobcroft Junior School (and other settings if relevant) to support transition.
- A non-teaching SENCO available 2.5 days a week.
- Sharing information with parents/carers of SEND children through the school newsletter or on the [school website](#).

SENDIAS

SENDIAS is a free, statutory service that provides [Independent advice and support](#) for parents/carers. They offer a range of help:

- Explaining legal and statutory processes
- National and Local SEND Policies
- SEND Support and The Graduated Response
- Education Health and Care (EHC) Needs Assessments
- Exclusion advice
- Complaints procedures
- Mediation and Appeals
- Communication between you and other services
- Advocacy for children, young people and families



Anyone can contact SENDIAS without referral, either via their [website](#) or on 0114 273 6009.

The Local Offer (0-25 Special Educational Needs and Disabilities)

The Local Offer part of the Sheffield Directory. It is a guide to local services in our area including:

- Schools and education
- Leisure and holiday activities
- Childcare and support services e.g. SNIPS team
- Finances
- Health services (for example the speech and language therapy team).

- Accessible spaces and resources
[Click here for more information via their website.](#)

Sheffield Parent Carer Forum

[The Sheffield Parent Carer's](#) role to support families of children with additional needs across Sheffield. They connect families from all areas of Sheffield to provide mutual support, exchange information and work with decision makers to improve services for our children. They also offer a [peer support service](#). They can be contacted via the website or by calling 0300 321 4721.

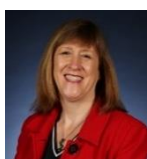
Our Team

Our SENCO, Kat Holmes, leads on SEND at Dobcroft Infant School.



- Mrs Holmes oversees and co-ordinates SEND provision for children.
- She supports and guides staff and parents/carers so that children with SEND have both high-quality teaching and appropriate support.
- She advises on the use of the school's SEND budget and resources to meet the children's needs.
- She identifies training needs and delivers internal CPD.
- She organises SEND reviews and manages support plans and EHCPs.
- She acts as the key contact for external SEND support services.

Our Head Teacher is Cathy Rowland



Our Deputy Head Teacher is Zoe Singh



- Mrs Rowland leads our school. She leads and manages the staff team, including the SENCO. She checks on the quality of our work. This includes the SENCO.
- Mrs Singh is our Inclusion Lead, which includes children with SEND as well as EAL children, looked-after children and those who access other outside agencies. She supports the SENCO in her role.
- Every half term Mrs Rowland and Mrs Singh meet with the SENCO and class teachers in inclusion meetings to discuss the progress and support needed for children in each class.

Class teachers

- Teachers are responsible for the development of *every* child they teach.
- They write and deliver the support plans for individual SEND children.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from support services.
- Teachers are the first line of communication for parents/carers if they have concerns or want to discuss their child's needs.

“Every teacher is a teacher of SEND”.

SEND code of practice, 2015

Teaching assistants

- Our teaching assistants are a vital and valued part of our team.
- They support **all** children in classes, including those with SEND.
- This can include both supporting children during lessons and leading intervention groups or 1:1 work outside of the classroom.

Welfare Supervisors

- Welfare supervisors are a valued part of our team who support the children during their lunchtime, which can sometimes be a challenging part of the day for SEND children.
- Open and frequent communication between welfare supervisors and teachers/TAs ensures they can support the children and have an understanding of their needs.

Our SEND Governor is Sarah Hinchliffe



- Sarah chairs our Governing Board and is also the SEND link governor. She has a strong personal and professional interest in supporting SEND children and families.
- She overviews long term plans for improving SEND in school.
- She makes sure that the school makes the necessary SEND provision for pupils and complies with our legal duties.
- She meets with the SENCO at least three times a year to produce a report for the full governing board.

Developing our SEND Expertise

Our team have lots of SEND experience and expertise. However, it is important we continually refresh and develop our learning and skills. We have regular SEND training at INSET days or staff meetings, sometimes with outside professionals.

Some of the training we have had in recent years includes:

Learning Adaptive teaching methods Birmingham Toolkit Clicker 8 Engagement model Inclusive curriculum	Wellbeing and Behaviour Attachment – PACE approach Trauma informed schools Zones of regulation Low arousal approach Emotional regulation
Speech, language and communication Autism and social communication Makaton Lego therapy Stammering and selective mutism Demand avoidance	Other Sensory processing and attachment Sensory circuits The Sheffield Support Grid SEND assessment

Support for transition

How do we help children with SEND who join our school?

- We speak to parents/carers and a child's previous setting to find out about the child's needs.
- The child visits school and meets the adults in their class. We may organise additional visits.
- Someone from the school will attend transition review meetings and liaise with the nursery/pre-school SENCO about children's needs.
- We provide a welcome to school booklet which includes visuals and social stories.

How do we help children with SEND who leave our school?

- We link to the next school (usually Dobcroft Junior School) to share SEND information.
- We offer children extra visits to Dobcroft Juniors in smaller groups.
- If a child moves to a school other than Dobcroft Juniors, we will work closely with the new setting to arrange transition visits.
- We invite the SENCO of the new school to the final Y2 review meeting.
- We hold a coffee morning with Hayley Little, SENCO of Dobcroft Junior School.

Transition within Year Groups

Transitioning between year groups can be an anxious time for children. To support this, teachers meet with the new class teachers in the summer term to share all the relevant SEND information. If needed, children can have extra visits to their new classes and transition booklets are provided, which include information and pictures for the children to help them to know what to expect in their new class.

Other information

Handling complaints

If you have any worries or problems, please do come and speak to your child's teacher or the SENCO in the first instance. We want to work with you to put things right.

For further information, please follow the school complaints policy, which you can find on the [school website](#).

Suspension and exclusion

Suspensions and exclusions are an incredibly rare event. We reduce the risk of exclusion by making adjustments to help everyone fully access life in school.

You can find out more about exclusions in our Suspensions and Exclusions policy.

Evaluating our SEND policy

We evaluate the effectiveness of SEND policy and provision with various stakeholders through:

- Termly SEND review meetings
- Half termly pupil progress meetings
- Monitoring pre and post intervention work and provision mapping
- Parents/carers feedback
- External professional reports and advice
- Continued professional development and conversations between SENCO and leadership, teachers and TAs to discuss and evaluate provision and share good practice.
- Termly meetings between our SEND Governor and SENCO to assess effectiveness of provision.

Status of our SEND Policy

This policy is statutory. It is our legal duty to have a SEND policy and a SEND information report. These can be combined, and we have chosen to do this so that all the essential parts of both are contained within one document. We welcome your feedback on this.

Reviewing this policy

We review our SEND policy every 12 months. The SENCO is in charge of policy review. Governors then approve it.

Finding out more

Our [website](#) has more information about SEND at Dobcroft.

You can find:

- Accessibility Plan
- Our Behaviour and Relationships policy.
- Positive Handling Policy
- Our Medical Policy.
- Lots of resources and information about varying SEND needs.

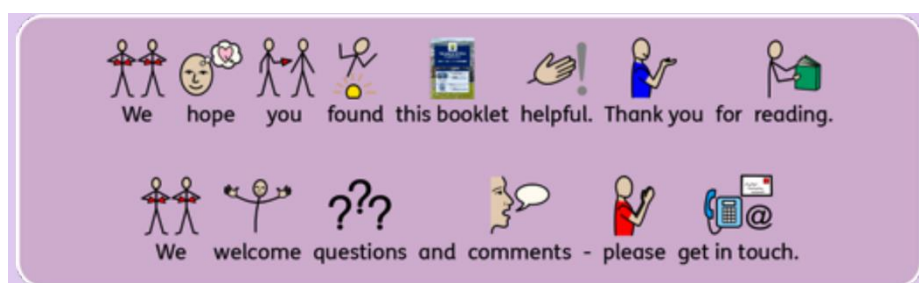
Want to read more?

These are the key SEND rules and laws that we adhere to and inform this booklet:

SEND Code of Practice – The Governments SEND rulebook. Find out more [here](#).

Equality Act – This 2010 law outlines our duties to make reasonable adjustments and not discriminate. Find out more [here](#).

The Children and Families Act – This 2014 law outlines our duties for children with SEND. Find it [here](#).



Glossary of terms

Here are definitions of a few of the terms and abbreviations you might hear or read.

- **SEND**: Special Educational Needs or Disability
- **SENCo**: Special Educational Needs Co-ordinator in the school
- **TA**: Teaching Assistant
- **LA**: Local Authority
- **SEN Register**: The list of children who have SEND in a school
- **SEND support**: Children who are on the SEND register and don't have an EHCP
- **EHCP**: Education, Health and Care Plan for children with significant/complex needs
- **Intervention**: Targeted support to accelerate learning in a specific curriculum area or to develop a skill, which may be delivered to individual children or small groups of children. These will last for a specified length of time.
- **Review meetings**: For children on the SEND register there will be termly review meetings three times each year. At these meetings, staff and parents/carers will agree longer-term outcomes (usually yearly outcomes) and the steps children need to take to achieve these.
- **Outcomes**: Longer-term objectives that parents/carers, staff and children are working towards.
- **Code of Practice**: Details of legal requirements that schools must follow without exceptions.

- **Adaptive teaching:** Teachers ensure that all children can access the curriculum, and appropriate measures are in place to ensure all children meet their potential.
- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.
- **Ordinarily Available Provision:** the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with the **SEN Code of Practice**.
- **Graduated response:** a cycle of actions used to support children with Special Educational Needs and Disabilities (SEND) by providing increasing levels of support as their needs become clearer. It follows four main stages: Assess, Plan, Do, and Review. Follow this [link](#) to find out more.
- **Trauma Informed approach:** this is a school wide approach that involves adapting school-wide practices, policies and culture to create a safer, more supportive environment and shifting focus from judging behaviour to understanding its origins.
- **Inclusion:** ensuring that children with SEND are fully integrated and participate alongside their peers in mainstream settings, fostering a sense of belonging and removing barriers to learning and development.