



# SEND information report

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<b>Adopted By:</b>	<b>Dorchester Middle School</b>

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## **Our school's approach to supporting pupils with SEND**

High quality teaching, adapted for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children/young people, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child/young person may have special educational needs. Where a young person is identified as having SEND and or a disability, our school adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (July 2014) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children/young people to agree, action and monitor individual progress over time so that special educational needs for all children/young people are addressed appropriately, effectively and with good outcomes.

## **Catering for different kinds of SEND**

A child or young person has special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Special Educational needs code of practice refers to four broad areas of need these are:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health needs
- Sensory and physical needs.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Pupils may have needs in more than one area.

The school can provide 'additional to' or 'different from' support using suitable interventions and strategies from the school's menu of provision. The school uses a 'graduated approach' in each area, allowing us to take action relative to need.

The school has specialist resourced provision for pupils with physical disabilities. Pupils are fully included in mainstream classes, but have additional support and equipment provided to meet their physical and medical needs. Places for this specialist resourced provision are allocated by the Local Authority.

### **Cognition and learning**

At DMS, a pupil will be identified as needing SEND support if they are presenting with cognition and learning difficulties which is leading them to require a significantly adapted curriculum or they have a significantly greater difficulty in learning than the majority of others of the same age.

## Communication and interaction

If pupils have difficulties with speech, language and communication, including those who are in receipt of a speech therapy plan and pupils with significant social communication difficulties will also require SEND support.

## Social, emotional and mental health

Pupils with Social, emotional and mental health needs will be identified as requiring SEND support if their needs become a significant and persistent barrier to their learning. Provision for pupils with SEMH needs is planned by inclusion team staff and where necessary personalised plans will be raised to ensure consistency of approach.

## Sensory and/or physical needs

Pupils with sensory and physical needs are identified as SEND when access to the learning environment and curriculum is hindered.

## Key staff and expertise

Name of staff member	Area of expertise
Ms Claire Bullick, PD Base Lead	Teaching support staff: Supporting pupils with physical disabilities and management of staff supporting pupils with physical disabilities.
Mrs Caroline Young (HLTA)	Teaching support staff: Delivery of specialist programmes, speech and language and Literacy programmes.
Mrs Theresa Schnorr	Teaching support staff: Read Write Inc and Phonics Intervention
Miss Sophie Easton	Pupil and Family Support Worker (Pastoral Team)
Mrs Ali Araya	SEND administration support

## The SENDCO

Name of SENDCO	Email address	Phone number
Ms Elly Layfield	<a href="mailto:SEND@dms.wessex.ac">SEND@dms.wessex.ac</a>	01305 265651

### Securing and deploying expertise

The school has a number of well-trained teaching support staff who are able to support children with a range of different needs. They usually work across both key stages.

Some support staff have additional training and expertise in particular areas, these include:

- A TA with Elklan training to support speech and language programmes.
- A TA with additional training and experience of running Maths interventions.
- Two specialist trained TAs in delivery of phonics and early reading intervention.
- An HLTA with additional training and experience of delivering Speech and Language Therapy programmes.
- A number of TAs with manual handling training and experience of delivering Physiotherapy and Occupational Therapy programmes.

Teaching assistants take part in the annual Dorchester Area School's Partnership TA training day and they have also undertaken additional training in:

- Supporting pupils with Autistic Spectrum Conditions
- Supporting pupils with social, emotional and mental health needs
- Teaching mathematics
- Managing pupils' behaviour
- Supporting pupils with specific learning difficulties

All staff are completing Dorset Steps training (Therapeutic thinking approach to behaviour management) this academic year. The SENDCo holds the national award for SEND co-ordination.

### Equipment and facilities

There is a Physical Disability Specialist Base located at Dorchester Middle School and pupils are allocated spaces through a Local Authority process. Students accessing the PD base will have an EHCP and will have a physical need or disability. The students are supported to access the mainstream school. The school has an experienced PD base lead who will oversee the day to day provision for the PD base students along with the SENDCo.

## Identifying and assessing pupils with SEND

When children continue their learning journey at DMS they may have been identified as requiring SEND support in their first schools. If this is the case, there will be a careful handover of information between the previous SENDCo or class teachers with the SEND team at DMS. This allows the school to provide appropriate SEND support where necessary upon transition. Where necessary, the SENDCo will also liaise with any external agents already supporting the needs of the child.

Where possible the SENDCo will attend annual reviews for Year 4 children with an EHCP in order to contribute to provision planning for the child. The school will also liaise with parents of children with SEND in order to gather a picture of the whole child.

Teachers use assessment information as part of every lesson using feedback and assessment strategies to plan appropriate next steps for the children. Alongside this, the school uses 'CATS' tests as assessment measures to establish a baseline and measure potential in Year 5 children. These are also used as a measure of progress in year 7.

If a child is not making expected progress or their attainment is below that of their peers of a similar age, the school may undertake further assessments to establish if there is a likely SEND need. Information is gathered using more specific assessments and observations. These involve looking at the 'whole child' in order to establish and unpick areas of need according to the SEND code of practice. A child will be identified as needing SEND support if their needs are significant and ongoing in any area, they will be added to the SEND register if they require additional to or different from their peers.

All teachers are responsible for the monitoring of all children's progress and attainment. All teachers and support staff who work with the pupil will be made aware of their needs; the outcomes sought; the support provided and any teaching strategies or approaches that are required. We review the effectiveness of any support and interventions and their impact on the pupil's progress before progressing to the next stage. We follow a graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model.

## Consulting with pupils and parents

### Parents

Parents are invited to meet their child's teachers at parents' evenings twice a year. It is also possible for parents to contact the Homebase tutor or the subject teacher by email to find out more about their child's learning. (See the school website for email addresses) The SENDCo is available for parental consultation and via email. Please use the [SEND@dms.wessex.ac](mailto:SEND@dms.wessex.ac) email address.

Parents will be informed about any specific interventions that their child may be having, as well as the outcome of that intervention, once it has been completed.

Parents of pupils with SEND are offered an appointment with the SENDCo prior to transfer. Pupils with an EHCP will have an annual review meeting.

## **Pupils**

Pupils at Dorchester Middle School are at the centre of all that we do in the school. They are consulted and involved in their education through:

- Pupil Voice including co production of any personalized learning plans
- Co-production of their targets
- Taking part in their annual reviews (for pupils with an EHCP)
- Pupil questionnaires

## **Involving key stakeholders**

Our school appreciates parents and carers views on all aspects of this SEND offer and will ask for volunteers to help with the review process (please contact the SENDCO if you are a parent or carer, or any other stakeholder and wish to make suggestions or comments at any time).

## **Progressing towards outcomes**

EHC Plans are reviewed annually. A child/young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child/young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

## **Transition support**

Dorchester Middle School has good links with its feeder schools so that information is shared with staff and pupils. Our transition programme involves:

- Meetings with class teachers and SENDCOs.
- Pupil SEND profiles completed by the feeder schools.
- Transition activities on the DMS website so that pupils are familiar with the building, routines and key members of staff.
- Additional visits for pupils with SEND and their parents, allowing for time to meet any key staff if necessary.
- Open morning visits.
- Presentation by Head of Key Stage.
- A Transfer Day is held at DMS in July for all those moving to the school in September.
- Our team get to know the pupils during the transition process and they offer familiar support in Year 5.

Pupils with SEND are also supported with the transition to their next school. Our transition programme includes:

- Meetings with the Heads of Year, Guidance Leaders and SENDCo.

- Pupil SEND profiles completed by DMS SENDCo.
- Enhanced transition groups run by a communication lead from the Thomas Hardy School and DMS staff.
- Additional visits for pupils with SEND.
- Upper school staff are invited to Year 8 annual reviews for pupils with an EHCP.
- A Transfer Day is held at Thomas Hardy School in the Summer Term for all those moving to a new school in September.
- Our Learning Mentors may offer additional support for those who may find the transition more challenging.

## Teaching approach

All teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This teaching will be adapted to meet the needs of individual learners. Teachers are made aware of pupils' learning needs and strategies that support learning in the classroom through the school's Learning Register.

Provision for pupils with SEND includes:

- High quality teaching, with appropriate adaptation.
- Additional adult support in classrooms where appropriate.
- Small group teaching where appropriate.
- Personalised provision through time limited intervention programmes – group and individual.
- Personalised provision through adapted resources.
- Additional pastoral and wellbeing support.
- Access arrangements for assessments.
- Liaison with external agencies including a Speech and Language therapist, specialist advisory teachers, educational psychologists and occupational therapists.

The school offers a range of interventions and support strategies from the school's 'menu of provision,' these include intervention strategies which support the different areas of need under the code of practice.

These include but are not limited to:

- Literacy support through phonics reading.
- Communication groups.
- Programmes to support emotional health including Emotional Literacy Support.
- Programmes designed by Speech and language therapists, Occupational Therapists and physiotherapists which are carried out by trained TAs.
- Motor control and handwriting interventions.
- Pre-teaching groups.

Where a pupil has a specific intervention, the teacher and TA will together establish the aims and desired outcome of the intervention. These will then be shared with parents/carers at the beginning of the intervention. They will also make contact at the end of the period of intervention to discuss the progress made. The importance of measuring impact is recognised and this informs whether or not a different approach / intervention or further assessment or investigation is required. Further advice from outside agencies may be requested and recommendations shared and discussed with parents/carers in order to plan the way forward with future provision. This forms the ongoing 'Assess, Plan, Do, Review' cycle.

## **Adaptations to the curriculum and learning environment**

The Dorchester Middle School curriculum can be seen on the school website. All pupils are currently taught in mixed attainment Homebase groups.

Teachers will be aware of the learning needs of the pupils in the class and use this to plan lessons where all pupils can succeed and work as independently as possible. In order to meet pupils' individual needs, teachers may make the following adaptations:

- Adapt our teaching, for example, giving longer processing times; reading instructions aloud; using different levels of questioning to promote understanding and extend thinking.
- Adapting our resources to enable all pupils to access the learning at their own level for both class and homework.
- Providing works with larger font or less text.
- Scaffolding learning by providing writing frames, sentence starters and examples to follow.
- Pre-teaching vocabulary and providing a word bank.
- Using recommended aids, such as laptops, iPads, pencil grips, coloured overlays or writing slopes.
- Giving task lists, task boards and providing visual clues of what to do next.
- Working with individuals and groups of pupils in the lesson.
- Providing additional equipment to enable pupils to work independently.

The physical environment is wheelchair accessible and there are ramps and dropped kerbs to provide safe access to classrooms as well as car parks and playgrounds. There is a lift to the first floor and another lift to access the music room. There are two disabled toilets in the main school building and one of these has a Biobidet toilet and hoists.

The school has a Physical Disability Base in a separate bungalow on site and this contains a physiotherapy room, an accessible kitchen, a shower room and a work room. The shower room has a Biobidet toilet and a changing bed. There are hoists in both the physiotherapy room and the shower room to allow safe access to the equipment. We have specialist equipment for use in physiotherapy and occupational therapy programme sessions.

The school has a range of specialist equipment to enable pupils to work as independently as possible in practical lessons, such as food technology, resistant materials and textiles, in addition to the height adjustable tables in the classrooms.

## **Inclusivity in activities**

All of our extra-curricular activities and school visits are open to all our pupils. All pupils are encouraged to go on any residential trips and we use specialist accommodation when needed.

All pupils take an active part in Sports Day and are encouraged to take part in the school play and musical events. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **Supporting emotional and social development**

DMS staff have completed training, which is a therapeutic thinking approach to behaviour management. This informs the whole school approach to supporting all children including those with SEMH needs.

DMS personal development education is underpinned by 'ROARS' This stands for 'Ready, Original, Ambitious, Respectful and Safe.' Tutor times which are twice per day, provide opportunities for children to work on personal development and social development and spend time with their home base tutors.

We have a PHSCEE programme in each year group which is designed to support pupils' emotional and social development and the school holds annual anti-bullying workshops. Pupils are encouraged to join in with extra-curricular activities and these provide additional opportunities for social interaction across the school. All Year 5 pupils have a Buddy in Year 8 and they meet regularly for support and to complete collaborative activities. We have a peer mentor scheme in school and Year 8 pupils support other pupils across the school.

There are additional staff in school who are able to provide emotional support. Intervention can be provided by one of the school's ELSA trained learning mentors and should a programme of targeted support be needed learning mentors can provide more personalised pastoral support.

The school has a mental health lead who is able to refer to the education mental health support team who can provide support for pupils with mild to moderate mental health needs.

Should a pupil be experiencing more significant emotional difficulties, the school can support a referral to CAMHs or support a behavior pathway referral to community pediatric teams.

## Evaluating effectiveness

We evaluate effectiveness through:

- Annual and termly action planning and a review of these plans
- Analysing termly assessment data
- Analysing intervention data and reviewing the impact of interventions
- Reviewing pupils' individual progress towards their goals
- Using pupil voice questionnaires
- Using staff questionnaires
- Monitoring by the SENDCo and Senior Leadership Team
- Holding annual reviews for pupils with an EHCP and assessing outcomes against targets
- Monitoring from the school's SEND governor

## Handling complaints

The complaints policy is published on the school website. It is hoped that all issues or concerns can be resolved quickly through discussion and early action. Please do not hesitate to contact the SENDCo, Ms Elly Layfield by email: [SENDteam@dmsschool.co.uk](mailto:SENDteam@dmsschool.co.uk), or contact the school office on 01305 265651.

## Local Offer

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

## Named contacts

The first point of contact is your child's Homebase tutor. Their email addresses can be found on the school's website.

Name of individual	Email address	Phone number
Miss Elly Layfield – SENDCo	<a href="mailto:SEND@dms.wessex.ac">SEND@dms.wessex.ac</a>	01305 265651
Miss Georgina Clements – Assistant Headteacher and Safeguarding Lead		01305 265651
Mr Rob Murray – Assistant Headteacher and Deputy DSL		01305 265651
Mrs Fiona Ray – Head of Year 5, Deputy DSL and Mental Health Lead		01305 265651
Mrs Angela Miles – Head of Year 6		01305 265651
Mr Fraser Kelsall – Head of Year 7		01305 265651
Mrs Chantal Emery – Head of year 8 and PSHE Lead		01305 265651

## Additional support (external services)

We can make referrals to specialist services when a pupil is not making sufficient progress following school interventions. The specialist professionals will work with your child to understand their needs and make recommendations. We can refer to a range of external services including:

- Educational Psychologists (EP)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Community Paediatrician
- School nurse
- Special schools' outreach
- Hearing and Visual Support Service
- Social Services including Early help
- Targeted Youth Team
- Teaching Alliance of Dorset Special Schools
- Specialist teachers of DC

