

# SEND at Dothill

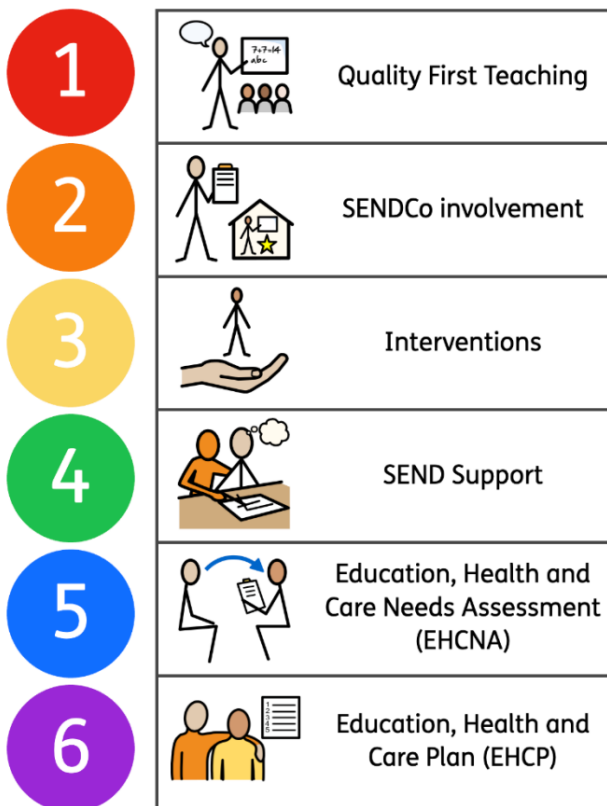
## Support for families

We have made it our goal to improve communication with our families, particularly when waiting lists for assessment or therapy are long. We want to offer as much support as we can during this time.

Our SENDCo, Miss Brotherton, is available each day on the front or rear gate to chat with parents and is happy to facilitate face-to-face or telephone meetings to discuss provision for your child.

We have also increased the number of SEND coffee mornings and afternoons, offering parents the opportunity to meet and chat not only with our SENDCo, but with support workers from groups such as PODS and the Tourette's Action Group. We now aim to offer Early Help coffee mornings as an additional form of support.

## The Dothill Graduated Response



## Support for children

The Graduated Response is designed to support children at every stage of their learning journey. Quality First Teaching helps to identify areas where children need support, although the SENDCo is on hand to suggest interventions or carry out observations and work sampling. This ensures that children make the best possible progress and get the support they need.

From time to time, external support may be sought and professionals such as LSATs, occupational therapists or educational psychologists may work with children to identify barriers to learning and suggest next steps.

## Support for staff

Teachers and Teaching Assistants at Dothill are supported through co-produced planning sessions with the SENDCo and other trained professionals. Drop-in sessions with educational psychologists and other neurodiversity practitioners aid staff in gaining valuable advice to support all our children.

## PINS Project: based on need, not diagnosis

It is no secret that the wait for assessment of neurodivergent conditions can be long and frustrating. As a result, families worry that their child's needs are not being met in school due to not having a diagnosis. The PINS project is based on need and supports neurodivergent children in UK primary schools by improving inclusive practices, upskilling staff, and fostering collaboration between educators, health professionals, and parent carers. It focuses on early intervention, whole-school SEND provision, and creating environments where all children can thrive.

At Dothill, we are proud to have joined the PINS project for the remainder of this academic year. We are working closely with experienced neurodiversity practitioners to meet the needs of our children.

## Transitions

When preparing to join us in EYFS, some children may need a little additional support. We work closely with nurseries and pre-schools to ensure that children can start school confidently and with the right provision. We also meet with secondary school staff to ensure that transitions are as smooth as possible.