

Dollis Primary School SEND Information Report 2026-2027



This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils including those with SEND and disabilities, in order that they can reach their full potential.

It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Pupils are identified as having SEN when their progress is significantly below National Expectations and/or has slowed or stopped and the interventions and resources put in place do not enable improvement. Children are identified as having special educational needs through a variety of other ways including:

- Concerns raised by parents.
- Concerns raised by teacher for example behaviour affecting academic performance.
- Consultations between the class teachers, the SENCo and the Senior Leadership team during Pupil Progress Meetings (where the pupil's progress is discussed termly).
- Liaison with external agencies e.g. the Educational Psychologist service
- Health Diagnosis through a paediatrician
- Liaison with previous school setting.

Once this occurs, we have specific needs based plans and individual learning plans which help support their development and accelerate progress.

If you are considering Dollis Primary School and your child has special educational needs or disability, please contact our SENCo or EYFS SENCo, who will discuss how the school could meet your child's needs.

The children's well-being is at the heart of everything we do at Dollis Primary School. As a school the needs of all children are known by staff who are able to provide a high standard of pastoral support. The senior leadership team are able to provide additional emotional/social support for children and their families within the realms of the relationships they currently have with external providers. Individual children are supported through a

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variety of strategies with parental consent. Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place.

We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.

1. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Please talk to us as we believe in working together in partnership with parents to achieve the best outcomes for your child.
- If you need further specialist advice or if you are concerned that your child is still not making progress you should speak to the SENCo, Mrs Sehmi or the EYFS SENCo, Miss Lacey.
- At Dollis Primary School the SENCo has an open door policy, which allows parents to come in and discuss their concerns. If she is unable to see you straight away, she will book an appointment in the next available time slot.
- We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. When Looked after Children attend our school, we do our utmost to ensure they fulfil their potential. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP).

2. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting (either face to face or via telephone conversation) to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning

Information gathering includes talking to pupils and using questionnaires to gather views. We strive for a person centred approach and the cycle of *Assess, Plan, Do, Review*. All children contribute to their SEND Support Plan (Special Educational Needs and Disability Plan) and

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targets are put into child friendly statements. Successes are celebrated and teachers provide in class feedback towards targets. All children with an EHC Plan attend their Annual Reviews in order to share their achievements and talk about aspirations for the future.

3. Who are the other people providing services to children with SEND in this school?

Directly funded by the school (these services are accessed via the school and prioritised by the SENCo on a needs basis):

- Highly trained Teaching Assistants.
- Autism Advisory Team
- Inclusion Advisory Team (IAT)
- Barnet Early Autism Model (BEAM)
- Barnet Integrated Children's Services (BICS)
- External services such as Educational Psychology (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT) and Physiotherapy

Paid for centrally by the Local Authority but delivered in school (these limited services are accessed via the school and prioritised on a needs basis):

- Educational Psychology Service (for an allocated number of consultations per academic year)
- Speech and Language Therapy for those children with an EHC Plan (provided by Health but paid for by the Local Authority accordingly to their framework).

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School Nursing Team
- Educational Psychology
- Occupational therapy
- Physiotherapy
- Speech and language therapy at school support level

4. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's job is to **support** the class teacher in planning for children with SEND.

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- The school has an action plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism (ASD) and speech and language difficulties (SLCN).
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy.

5. How will the teaching be adapted for my child with SEND?

- All class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups, for example, using Widgitonline.
- Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.
- Where appropriate the class teacher will incorporate strategies and advice given by outside agencies e.g. Educational Psychologist or Speech and Language Therapist.
- The benefit of this type of adaptive teaching is that all children can access a lesson and learn at their level.

6. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher.
- Progress is reviewed formally every term and a banding related to Age Related Expectations (ARE), is given in reading, writing, numeracy and science during the Pupil Progress Meetings.
- If your child is in Year 1 and above, but is not yet at age related expectations, a more sensitive assessment tool can be used which shows their level in more detail and will also show smaller but significant steps of progress. This is bespoke to the individual child.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.

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- Pupils identified on the SEN register will have a SEN Support Plan which will be reviewed with your involvement, every term and the plan for the next term made. The targets will be SMART (small, measurable, achievable, realistic and time bound).
- Children that are being monitored will have a focus plan with similar SMART targets.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCo alongside the teaching staff and phase leaders, will also check that your child is making good progress within any individual work and in any group that they take part in.
- The school monitors whether the pupil is making progress academically against national/age expected levels and compared to their on entry data, at termly pupil progress meetings attended by the class teacher and senior leadership team.
- Pupils will be taken off the SEND register if it is decided that they have made sufficient progress in consultation with parents and carers.
- The outcomes of interventions/additional support that take place within our school is reviewed by the SENCo by looking the progress data, discussing the impact within the classroom with the class teacher and Teaching Assistant (TA) during pupil progress meetings. The TA's track the pupil's progress throughout the course of the intervention.
- The pupil's SEN targets are reviewed termly by the SENCo and class teacher. The targets are formulated by the Pupil and the Class Teacher during pupil conferencing, if they are able to and then any outside agency advice will be used to formulate strategies to help support the child in meeting these targets. These provisional support plans are then discussed with parents and then finalised.

7. What support do we have for you as a parent of child with SEND?

- At Dollis Primary School we believe that your child's education should be a partnership between parents and teachers and therefore we aim to communicate with you regularly.
- We carefully consider the admission of a pupil with a disability to ensure it is personalised and managed with care, with the child's best interests in mind. All pupils are treated equally and respectfully, taking into account their own views.
- The class teacher is frequently available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. We have an open door policy so feel free to make

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an appointment with the school office in the first instance. We can offer advice and practical ways you can help your child at home.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEN Support plans will be reviewed with your involvement each term. Staff ask the children to voice their views, where they can.
- Homework can be adjusted to your child's individual needs.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups within Barnet.
- You will be able to discuss your child's progress at parent evenings.
- Parents are invited to class assemblies and concerts.
- We have strong family partnerships and a member of staff is available, every week to support with specific concerns, in addition to the SENCo.

8. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore, this would be the parents' first point of contact. If further support is required, the class teacher liaises with the phase leader and SENCo, if needed, for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- When the school has highlighted a pupil that would benefit from further emotional support, parental permission will be sought to seek advice from external services or other options.
- The school entrance is staffed with an adult at the beginning of the day, who greet and welcome pupils to ensure a smooth transition between home and school each day.

9. How does the school manage the administration of medicines?

- Parents need to contact the Office staff if medication is recommended by Health professionals to be taken during the school day. Parents will be required to complete the relevant forms at the School Office.

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- On a day to day basis, the admin staff and teaching assistants with a first aid qualification, oversee the administration of any medicines.
- Only prescribed medication is administered at school or specific medication indicated in a child's care plan, which is signed by the relevant staff and parents.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that relevant staff are able to manage medical situations.
- If a child requires personal hygiene care, this will be managed through an individual care plan.

10.*How is Dollis Primary School accessible to children with SEND?*

- The building is accessible to children with physical disability as the classrooms are all on one level.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- The school prepares an accessibility plan to increase the extent to which disabled pupils can participate in the curriculum.
- We review changes to improve the physical environment to increase the extent to which disabled pupils can take advantage of the educational benefits, facilities or services provided or offered. This also includes improving the way disabled pupils can access information that is easily accessible to pupils who are not disabled.
- There is a disabled space in our car parks.
- The playground has purpose built shaded areas.

11.*How will my child be able to contribute their views?*

- We value and celebrate each child being able to express their views on all aspects of school life.
- Children who have individual learning plans discuss and set their targets with their class teacher.
- Class teachers will meet termly with all children and carry out a record of their views which will enable children to share their views and concerns. The children will also be able to contribute towards setting their own targets.

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- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.
- The school have a democratically elected school councillor that represents the views of their class in the school council meeting.

12. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. If a positive handling plan is also required, this is discussed with the parent and/or carer also.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the admin department. The school's attendance champion is Mr Lee. Lateness and absence are recorded and reported upon to the senior leadership team. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

13. How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

14. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.

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- We have a team of TAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving an TA.

15. What specialist services and expertise are available at or accessed by the school?

- Our SENCo is fully qualified and accredited and has over eleven years' experience working in 3 large London schools as a senior leader and SENCO. She is also the BPET SEND Trust Champion supporting and leading on Trust Wide initiatives across all 12 schools with SEND provision.
- The school also has an Early Years Foundation Stage (EYFS) Level 3 SENCo, who works in collaboration with the SENCo.
- The SENCo attends the Termly SENCo Network Meetings where they are kept updated with the local/national changes and best practice.
- The SENCo liaises with the Trust and Barnet services on a regular basis to ensure that statutory responsibilities are being met and to maintain good practices.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Educational Psychologists (EP), specialist services for Hearing Impaired (HI), Visually Impaired (VI), Autistic Spectrum Disorder (ASD), the Behaviour Support Team; Health including – GPs, School Nurses, Paediatricians, Speech & Language therapists, Physiotherapists, Occupational Therapists; Social Services including locality teams, and social workers.

16. What training has the staff supporting children with SEND had or is currently having?

- The SENCo receives regular support from the Educational Psychologist and other external agencies.
- A number of staff have had training in delivering speech & language programmes from speech & language therapists as well as training around supporting children with Autism.
- All TAs have been trained in delivering Interventions in Literacy, Spelling and Maths.
- TAs have specific training based upon the needs of every child.

17. How will we support your child when they are leaving this school? OR moving on to another class?

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We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a hand over meeting will take place with the new teacher. All learning support plans will be shared with the new teacher.
 - If your child would be helped by a book or one-page profile to support them in understanding moving on, then it will be made for them.
- In Year 6:
 - The SENCo will hold transition meetings to discuss the specific needs of your child with the SENCo of their secondary school.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on a few occasions and in some cases staff from the new school will visit your child in this school.
 - We write social stories with children if transition is potentially going to be difficult.
 - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an EHC Plan and Annual Review will be planned as a transition meeting during which we will invite staff from both schools to attend.

18. What If I need to complain?

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Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider)
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint)
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure)
- Complaint to the Secretary of State (against schools or LAs)