



Dover Park Primary School



Dover Park Primary School

SEND Offer 2025



Dover Park Primary School Dover Street Ryde 01983 562617	office@doverparkpri.iow.sch.uk
Primary school ages 4-11	Main Stream School. No Provision

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria.

Detailed information and guidance of how to apply for a place at an Isle of Wight School **both** if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links:

Links to admissions, SEND assessment team and SEND local offer

[School admissions \(iow.gov.uk\)](https://www.iow.gov.uk/school-admissions)

[Special Education Needs \(SEN\) - Service Details \(iow.gov.uk\)](https://www.iow.gov.uk/special-education-needs-sen-service-details)

[Local Offer \(iow.gov.uk\)](https://www.iow.gov.uk/local-offer)

In This School

School Based Information	Staff	Summary of Responsibilities
<p>1. Who are the best people to talk to in the school about my child's/young person's SEND difficulties with learning/Special Educational Needs/Disabilities (SEND)?</p>	<p>Mrs Roberts SENCO/Inclusion Leader/Deputy Head Teacher senco@doverparkpri.iow.sch.uk</p>	<p>Overseeing day to day operation of SEND policy Coordinating the provision for pupils with special educational needs or disabilities Liaising and giving advice to teacher and parents Managing TAs and supporting them with delivering interventions Monitoring records and progress of children with special educational needs or disabilities Making contributions to whole school training and development Liaising with external agencies, local authority support services, health services, social services and voluntary bodies</p>
<p>1a. How could my child get help in the school?</p>	<p>Children and young people in Dover Park Primary School will get support that is specific to their individual needs. This may be provided by one or a number of people within school or other local services. This could include staff in school other than the class teacher, staff that may visit the school from the local authority central services and staff who visit from outside agencies.</p>	

2. What are the different types of support available for children with SEND in the school?	Types of support provided	What would this mean for your child?	Who can get this support?
	High Quality Inclusive Teaching	Your child will have their learning needs met through quality first teaching. Using varied activities that are aimed at your child's academic level	All children
	1:1 or group interventions for academic learning	Any child who is identified as falling behind during the school pupil progress meetings will be put forward for one of the many interventions that we run in school. Examples of interventions run are; phonics catch up, Fresh Start Phonics, precision teaching, Nessy, Talk Boost	Any child who is highlighted as not making the expected progress
	1:1 or group interventions for Social, Emotional and Mental Health well-being	Any child who is identified as needing additional support to manage their social, emotional and mental health well-being will be offered an intervention tailored to their specific need. Support in school could be, but is not exclusive to or limited to; ELSA (Emotional, Literacy, Support, Assistant), SEMH groups, Nurture groups, Story Links	Any child who is highlighted as not making the expected progress
	Quiet Learning Areas	<p>The Rainbow Room: Used for small group interventions, 1:1 work and social emotional and mental health sessions. This room can also be available during lunch times for children who need help with social skills or a quiet/calmer space to eat.</p> <p>The Den: A safe space for children to retreat to if they need a short time out of class for a distraction-free zone. Or are accessing social, emotional or mental health support.</p> <p>The Cabin: A space used for sensory circuits to either alert or calm children at the starts and ends of the school day.</p>	Children at class support level, children who have individual behaviour plans, children who have an EHCP.

	Speech and Language support	Children who require additional support with regards to their speech and language development may be visited by the speech and language therapist (NHS) or Local Authority speech and language team (SALT). Where individual plans are developed, our school implements the advice with the individual child at the setting. Plans will also encourage parental engagement.	Children with speech and language programmes.
	Visual aids, visual timetable and now/next	All staff at Dover Park Primary school use visual aids to support children with their understanding. We use a visual timetable to help children recognise the routine for the day. Now/Next is an appropriate tool often used for children who require the daily routine to be broken down into smaller, more achievable tasks.	Children at class support level, children who have individual behaviour plans, children with individual provision maps, children who have an EHCP.
	British Sign Language	One member of staff is currently learning and using sign language to support children in school with hearing impairments.	Children with specialist teacher support Children with EHCP.
	Therapy	The school Child and Family Liaison Officer, Charlene Jackson, can provide bespoke sessions on building self-esteem, anger management, bereavement and wellbeing. Where children are assessed as having a higher need, they can be referred to a therapeutic practitioner (such as a counsellor or play therapist). Children may need to access CAMHS or be referred to the Educational Psychologist for further support.	Children with Social Emotional or Mental Health Issues. Children on a support plan. Children who have an EHCP.

3. How can I let the school know I am concerned about the progress or well-being of my child/young person in school?	Initially	The first point of call should always be your child's current class teacher. All of our teachers are happy to speak to parents at the end of the school day, either informally or by prior appointment. Teachers can also be contacted via the class email. You can also discuss concerns at the three parent's evenings that we hold. The initial parent's evenings will also include a written interim report. The final parents evening will include a full school report.
	If I still have concerns	If you still have concerns, or are unhappy with the teacher's response you should contact Mrs Hayley Roberts – school SENCO and Inclusion Leader. senco@doverparkpri.iow.sch.uk

4. How will the school let me know if they have any concerns?	Class teachers will keep parents informed of any concerns they have about their child. They will invite you into school for a meeting, give you a telephone call or speak to you at parents evening. On occasions the school SENCO, Hayley Roberts will ask to meet with you.
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5. How is extra support allocated to children and how do they move between the different levels?	There are many ways in which extra support can be allocated to your child. Support is based first on careful observations of your child in the setting, then collaborative meetings with parents and further seeking advice from outside agencies. Your child may require an individual health care plan, an individual behaviour plan, specific risk assessment or special needs provision map. These decisions will always be discussed with parents with the class teacher or SENCO. Sometimes, children have significant special needs and will require a full assessment by the local authority in the form of an Educational Health Care Plan (EHCP).
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6. What specialist services are available at or accessed by Dover Park Primary School?	A. Directly funded by the school	Behaviour Support Tidal counselling service (when waiting lists reopen) Play therapy ELSA
	B. Paid for centrally by the Local Authority but delivered in school	PBS (Primary Behaviour Support) Educational Psychologist Specialist advisory teachers
	C. Provided and paid for by the Health Service but delivered in school	SEMH Well-being team School Nurse Speech and Language Therapist support Physiotherapy Occupational therapy CCAMHS Counselling

<p>7. How are staff in the school supported to work with children & young people with an SEND?</p>	<p>Staff at Dover Park Primary School are supported by Hayley Roberts, (Inclusion Leader) to provide the best possible outcomes for all children. Staff have access to in house training as well as access to and training from outreach specialists. The Inclusion leader attends termly update meetings with an Educational Psychologist and termly planning meetings with SALT (speech and language therapist).</p>
<p>7a. What training have the staff supporting children with SEND had or have available?</p>	<p>The SENCO has achieved the National SENDCo award.</p> <p>Other training for staff includes:</p> <ul style="list-style-type: none"> Autism Awareness Speech and Language (colourful semantics) Behaviour and communication British Sign Language Attachment Awareness ELKLAN Mental Well-being Early Talk Boost and Talk Boost Identiplay ELSA Foundations in Zones of Regulation Sensory Circuits Nurturing Practices Qualified CFLO (child and family liaison officer) Positive Handling Thrive

<p>8. How will activities/teaching be adapted for my child/young person with learning needs?</p> <p>a). How will the curriculum be matched to my child's/young person's needs?</p>	<p>Teaching will be varied by the class teacher depending upon the needs of your child and what level they are working at. If any specialist equipment is required, then that will be provided by the school in order to support your child. The curriculum will be matched to suit the needs of your child and make sure that it is fully inclusive for all children to enjoy and achieve through the use of focussed target setting and learning journals.</p>
<p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<p>The class teacher and SENCO will keep detailed records and monitoring information on your child's progress. An arrangement as to how and how often you would like feedback on their progress can be arranged with the class teacher but usually you are informed at 3 parents' evenings throughout the year. However, more frequent updates can be arranged at the discretion of the class teacher. If your child needs support at home the class teacher will inform you on how best to do that and every child in school receives weekly homework to be completed at home as well as reading on a daily basis. If your child is at SEN support then you will be invited to attend half termly meeting with the SENCO to discuss progress against targets on your child's Individual Education Plan.</p>

<p>9. How will Dover Park Primary School measure the progress of my child/young person?</p>	<p>Children are assessed using the National Curriculum statements and the Hampshire Agreed Model for each subject. The teacher assesses children using a range of methods including working directly with the child, book looks, testing and questioning. Where children are significantly attaining below their peers, they are assessed using Pre Key Stage Standards. Progress is reported to the Headteacher and SENCO every term and discussed during regular parent meetings. Where a child has a school based Individual Education Plan or EHCP targets will be monitored and reviewed half termly with the class teacher, parent, child and SENCO. Where children have an EHC Plan, there is an annual review bringing together all agencies involved in the child's progress in order to make new learning targets and ensure further progression in learning. Where a child has bespoke pastoral support, progress is tracked using Boxall profiles or Thrive</p> <p>Adequate progress is defined as that which:</p> <ul style="list-style-type: none"> • narrows the attainment gap between the pupil and their peers • prevents the attainment gap increasing • is equivalent to that of peers starting from the same baseline but less than the majority of peers • equals or improves the pupil's previous progress rate • ensures full curricular access • shows an improvement in self-help, social or personal skills • shows improvements in the pupil's behaviour.
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<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p>	<p>Pastoral support is provided by class staff in the first instance, all staff at Dover Park have had training around well-being and the effects of stress and anxiety on the brain and body. At Dover Park, staff get to know the children well and form secure and supportive relationships based on mutual respect and our school values. However, if further support is needed we can provide pastoral and social support through the expertise of our qualified ELSA, CFLO and two nurture trained members of staff. We also offer support through links and referrals to specialists such as Tidal, SEMH well-being and Early Help.</p>
<p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>At Dover Park we will try to support any child with a behavioural need by trying to identify the underlying cause for that behaviour and supporting the child and family in ways to help improve their situation. At Dover park we could offer (after consultation with SENCO, Head Teacher and class teacher and parents).</p> <p>Support from CFLO ELSA support Positive behaviour plans created between child, SENCO, parent and teacher EHA (Early Help Assessment) As a school we also work closely with and would seek advice from PBS (Primary Behaviour Service) team Support at home with behaviour through referrals to SEMH Parental workshops held in school</p>

<p>c) What approaches are used in early year's settings to manage behaviour?</p>	<p>We operate a positive learning environment, where good behaviour is encouraged through positive praise and stars of the day (this is used across the school, not just in EYFS). We also invite Reception parents to family learning where they can learn strategies to promote good behaviour at home, which is modelled on what happens in the classroom. We believe that early intervention is key for children who are experiencing difficulties and so where we felt it was necessary we would employ the strategies mentioned in parts A and B to help any child struggling with behaviour at school.</p>
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<p>11. What support does the school have for me as a parent of child/young person with a SEND? a) How are young people with SEND currently involved in their education at your setting</p>	<p>We run an open school policy where parents are free to come in and chat to class teachers and the SENCO whenever they feel they need someone to talk to. We employ a full time CFLO (Child and family liaison officer) who works directly with children and their families. We also offer Early Help Assessments to those families that meet the criteria through these further support networks can be accessed such as parenting support. We also run family learning sessions and run behaviour support groups for parents. We sign post parents to external events or make referrals to agencies on their behalf.</p> <p>a) Pupils with SEND are involved in the review and target setting of their plans. They also have a voice about what they feel is working well or what might be more helpful to them</p>
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<p>12. How does the school manage the administration of medicines?</p>	<p>At Dover Park Primary School, parents are required to sign medication forms that give staff permission to administer medication. We document medications and ensure that a qualified first aider checks and administers the medication. Medications are stored away in accordance to the prescription label. To administer emergency medication i.e. epi-pens, appropriate training will be undertaken and a health care plan written and signed by the school and the parents. This is also the case for children on long term medication.</p>
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<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<p>We are a fully inclusive and fully accessible school. All children can attend school trips and after school clubs</p>
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<p>14. How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<p>We have a good transition package that allows all children, including those joining us in September to visit their new class teacher and classroom every Friday afternoon for the second half of the summer term. The reception class teacher and SENCO do home visits to reception new starters and visits to see the children in nursery settings. We also do additional transition meetings for children on the SEND register.</p> <p>We have close links with all the secondary schools but especially the school local to us. Children visit this school in Year 5. We often have meetings with the secondary schools and parents for those more vulnerable children moving up to Year 7. We also take children over on as many visits as we feel necessary of them to complete a smooth transition. Vulnerable children transferring to Year 7 have an intervention with the school CFLO to discuss any concerns and worries. All Year 6 pupils complete a transition booklet.</p>
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<p>15. Where can I get further information about services for my child/young person?</p>	<p>Further information about Dover Park Primary School can be found at https://www.doverpark.co.uk/</p> <p>The Local Offer can be found at www.iow.gov.uk/localoffer</p> <p>FIZ can provide families with children and young people (up to 25 years old) with additional needs, learning difficulties or disabilities information on activities, events, news and issues that are relevant to their needs. Contact Number: 01983 821999.</p> <p>Children and Family Services: 01983 823434</p> <p>Special Educational Needs and Information Advice Service (SEND IASS). This service offers an impartial, confidential service to parents and carers of children and young people with SEN and disability. https://www.iowsendiass.org.uk/</p>
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