

## Parental Involvement

At Doddinghurst Infant School we actively encourage your involvement in your child's education.

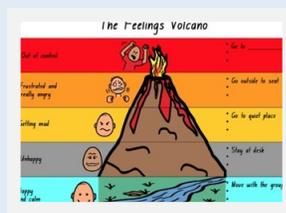
You are welcome to attend our coffee mornings to informally meet our **SEN** team or join our Parent cluster meetings and get to know other parents who understand your worries and concerns.

Ingrid Nicholson - SENCO

[admin@doddinghurst-inf.essex.sch.uk](mailto:admin@doddinghurst-inf.essex.sch.uk)

Jacqui Cunningham - Operational SENCO

[JCunningham@doddinghurst-inf.essex.sch.uk](mailto:JCunningham@doddinghurst-inf.essex.sch.uk)



At Doddinghurst Infant School we intend to make each child's experience the most positive it can be. We will work as hard as we can to ensure no child is or feels excluded.

Throughout the provision of learning support for all children with SEND there will be due regard for the Special Needs Code of Practice and the very important links between home and school.

### Acronyms

- SEN** Special Educational Needs and Disabilities
- SENCo** Special Educational Needs Coordinator
- EHCP** Educational, Health and Care Plan
- EP** Educational Psychologist
- ADHD** Attention Deficit Hyperactivity Disorder
- ASD** Autism Spectrum Disorder
- PEP** Personal Education Plan

Doddinghurst Infant School  
Church Lane  
Doddinghurst  
Brentwood  
Essex

CM15 0NJ  
01277 822721

[admin@doddinghurst-inf.essex.sch.uk](mailto:admin@doddinghurst-inf.essex.sch.uk)



Doddinghurst  
Infant School

## Your Child is Important



At Doddinghurst Infant School we aim to meet the individual needs and develop the full potential of every child in our school. Every child is an individual and we want to make sure that we recognise these differences. Some children have special educational needs but not all have learning difficulties and those most able may also require individual support.

Learning knows no boundaries

## What happens if my child needs help?

When a child has difficulty or a disability that makes learning harder for them than for other children their age, support will be put in place. Your class teacher will work with you, your child, a SENCO and other professionals, where necessary, to develop a support plan known as a 'One Plan'. How much support your child will get will depend on his or her individual needs.



### One Page profile

A One Page Profile captures all the important information about a person on a single sheet of paper:

- what people like and admire about me
- what's important to me
- what 'good support' looks like for me

A One Page Profile helps people in the child's life to either get to know them quickly, or ensure that they are providing consistent support in the way that the person wants.

## Quality First Teaching

Each child's education will be planned for by the class teacher as part of Quality First Teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.

### Additional Needs

If a child's needs relate to a more specific area of learning then the child may be included in an intervention group led by the class teacher. The length of time the intervention is run for varies according to need, but will be monitored regularly.

### Higher Needs

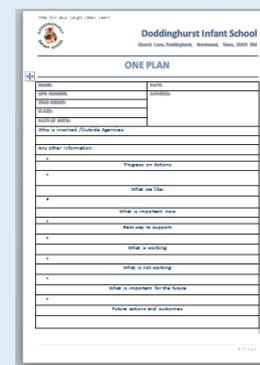
If a child is in need of further support, it may require the involvement of relevant professionals, as well as, close monitoring. The process will identify targets for the child and how they may be achieved.

### Complex Needs

If a child's needs are more complex, a formal assessment for an Education, Health and Care Plan (EHCP) may be undertaken. A child may move between the levels of support depending on their individual need.

## What We Can Provide

At Doddinghurst Infant School we provide a wide range of small group and individual support in areas where young children often need help. A child may or may not be on formal paperwork when going to these groups.



### One Planning

This is based on the principle that planning should start with the individual child and must have regard to the views, wishes and feelings of the child, child's parents/carers, their aspirations, the outcomes they wish to seek and the support they need to achieve them (*SEND Code of Practice: 0-25 years, 2014, Section 9.21*).