Subject Statement – Intent, Implementation and Impact

Subject: SEND

Subject Lead: Nav Gill

Intent

At Dovery Academy, our intention for Special Educational Needs and Disabilities is to ensure that every child experiences a broad, balanced, and ambitious education through our knowledge-rich curriculum. We are committed to early identification, inclusive teaching, and tailored provision so that every child is empowered to thrive—academically, socially, and emotionally.

Through our high quality planning, teaching and provision we want to:

- Enable all pupils to access the curriculum through high-quality planning and effective scaffolding.
- Create an inclusive environment where children are curious, compassionate, and confident learners prepared for lifelong success.
- Prioritise early identification and responsive intervention, ensuring that needs are met swiftly and effectively.
- Build cultural capital through rich experiences, life skills development, and structured enrichment opportunities.
- Collaborate closely with parents, carers, and external professionals to ensure a holistic, child-centred approach to learning and development.
- Provide good quality and relevant training for all staff members supporting children with SEND
- Work in partnership with parents and carers
- Work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

Implementation

At Dovery Academy, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and carers, as well as the child.

The school aims provide high quality teaching for SEND, adapted to their pupils' needs by:

- High-quality, adaptive teaching using clear modelling, guided practice, and frequent formative assessment to ensure understanding.
- Cognitive and metacognitive strategies to help pupils retain and apply new knowledge.
- Scaffolded support with the intention of fostering independence over time.
- Use of flexible grouping to support mastery and enable reintegration into whole-class learning.
- Deployment of technology to model learning, enhance accessibility, and enable independent practice.
- Provision of targeted interventions in areas such as phonics, sensory regulation, fine/gross motor skills, and emotional wellbeing.
- Access to social-emotional programmes like Drawing & Talking, ELSA, and Lego Therapy.
- Partnership with professionals and organisations such as Speech and Language Therapy, Occupational Therapy and family support services.

Impact

The impact of our SEND provision is measured not only in academic progress but in the holistic development of each child. Our pupils are equipped with the confidence, independence, and skills to succeed beyond primary education.

Therefore, they will:

- Feel happy, safe, and included in a setting that values difference and diversity.
- Show high levels of engagement and participate meaningfully in their learning.
- Have their needs effectively identified and met through timely interventions.
- Make measurable progress from their individual starting points.
- Collaborate with peers, developing essential social and communication skills.
- Are active participants in their learning journey, with a strong sense of voice and agency.
- Leave Dovery Academy with the life skills, self-belief, and resilience needed to succeed in their next phase of education and beyond.