



**Special Educational Needs Information Report**

# **Denton Primary School**



**Special Education Needs and Disability  
(SEND)**

**Information Report  
2019/20**

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on <a href="http://www.eastsussex.gov.uk">www.eastsussex.gov.uk</a></p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report covers policy and procedure, and is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex. Please see: <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a> for more information.</p> <p>We will review this report every year and will involve pupils and parents through regular review meetings and parent consultations. If you want to give us your views about the report, please contact the school office.</p> <p><i>Mr George Bishop, Chair of Governors</i> September 2019</p>	<p><b>SEND CoP: 6.81</b></p>
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the School Office.</p> <p>If your child is already at the school, in the first instance, you should talk to the child's class teacher who will be happy to see you and may arrange a joint meeting with the SENCO, should you wish. School phone number: <b>01273 513377</b></p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care Plan (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p><b>SENCo: Debbie Rowland</b></p> <p>How to Contact: <b>01273 513377</b></p> <p>Best time to contact: <b>Weekdays between 8.30am and 4.30pm</b></p>	<p><b>SEND CoP: 6.79, bullet 5</b></p>
3. Which children does the school provide for?	
<p>We are a Primary School, with a nursery class on site, and admit pupils from age 3 to 11. We are a maintained school.</p>	<p><b>SEND CoP: 6.79, bullet 1</b></p>

<p>We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> <li>• <a href="http://school.admissions-east.sussex.gov.uk">school admissions - East Sussex.gov.uk</a></li> <li>• contact Information for Families for admissions advice 0345 60 80 192</li> <li>• Contact the school office 01273 513377</li> </ul>	<p>The kinds of SEN that are provided for</p>
<p><b>4. Summary of how the school meets the needs of children with SEN and disabilities</b></p>	
<p>At Denton it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.</p> <p>This report describes the way that we meet the needs of children who experience barriers to their learning, which may relate to sensory /physical impairment, learning difficulties, emotional/ social development, or may relate to factors in their environment, including the learning environment that they experience in school. At Denton School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.</p> <p>We believe there should be a whole school approach to providing for a child's special educational needs; we consider, too, that the knowledge, views and experience of a child's parents are of great importance.</p> <p>Children with additional needs have Support Plans that are reviewed three times a year. SEN support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44)</p> <p>If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p><b>SEND CoP: 6.79, bullet 5</b></p> <p><b>Children and Families Act 2014, and the Equalities Act 2010.</b></p> <p><b>SEND CoP: 6.80 re looked after children</b></p>
<p><b>5. How does the school identify children's special educational needs</b></p>	
<p>We aim to identify children's special educational needs/disability (SEND) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is 'different from or additional to' that normally available to pupils of the same age.</p> <p>Children may have one or more broad areas of special educational need:</p>	<p><b>SEND CoP: 6.79, bullet 5</b> Arrangements for assessing and reviewing children and young people's progress</p>

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

### Identification, Assessment and Provision.

Identification and assessment arrangements:

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The SEN Matrix is used to ensure accurate identification of need and provision.
- Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity.

The following strategies may be used to make judgments about a child's performance:

- response to day-to-day classroom work and routines;
- analysis of performance data;
- progress against termly targets;
- end of KS1 and KS2 assessments;
- standardised screening and assessment tests, including DST (Dyslexia Screening) tests;
- curriculum-based school assessment tests;
- discussion and information from parents;
- observation in classroom and/or playground;
- observation regarding social, emotional and mental health development.
- THRIVE assessment with parent consent

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional & different support through Support Plans and Additional Needs Plans

<p>3. Additional support through Education Health Care Plan provision</p> <p>If a child has English as an additional language (EAL), support and advice will be gained from the EAL service. A child with EAL is not identified as having SEN unless further assessment shows areas of concern. SEN (6.24)</p> <p>Partnership with parents:</p> <ul style="list-style-type: none"> <li>- Parents of SEND children are involved at every stage as soon as problems or difficulties are identified.</li> <li>- They are kept informed at all stages.</li> <li>- Parents are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.</li> <li>- East Sussex Education Authority has an 'Information for Families' scheme for parents of children with SEND. Through this scheme every parent has access to independent information and advice about SEND procedures, school-based provision and additional sources of help and information.</li> </ul>	
<p><b>6. How does the school teach and support children with SEN?</b></p>	
<p>Differentiated Curriculum Provision:</p> <ul style="list-style-type: none"> <li>- The first step of the staged approach is for the school, in consultation with the parents and the child, to place the child on a concern level, where information is gathered and there is increased differentiation within the child's normal classroom work.</li> <li>- Differentiation is assumed as part of planning for all pupils and does not represent SEND.</li> <li>- The differentiation may involve modifying learning objectives, teaching styles and access strategies.</li> <li>- Under these circumstances the needs of the child will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.</li> <li>- Monitoring of progress will be carried out by the Class Teacher, supported by the SENCO and used to inform future differentiation within whole class planning.</li> <li>- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.</li> </ul> <p>The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:</p> <ul style="list-style-type: none"> <li>- Closes the attainment gap between the child and their peers</li> <li>- Prevents the attainment gap from growing wider</li> </ul>	<p><b>SEND CoP: 6.79, bullet 7</b> The approach to teaching children and young people with SEN</p>

<ul style="list-style-type: none"> <li>- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers</li> <li>- Matches or betters the child's previous rate of progress</li> <li>- Ensures full access to the curriculum</li> <li>- Demonstrates an improvement in self-help or social or personal skills</li> <li>- Demonstrates an improvement in the child's behaviour</li> </ul> <p>Through the school's performance management procedures (SEN 6.4) teachers and support staff are monitored to ensure good teaching.</p>	
<p><b>7. How will the curriculum and learning environment be matched to the child's needs?</b></p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We look at the child's level of achievement and see what support they need to make good progress and reach their potential; we will use our assessment policy to do this. We talk with children and parents as part of the SEN support cycle (SEND 6.12).</p> <p>Information about the curriculum for each year group can be found on the curriculum &amp; class pages of the school website.</p>	<p><b>SEND CoP: 6.79, bullet 8</b> How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>
<p><b>8. How are parents and carers involved in reviewing children's progress and planning support?</b></p>	
<p>Staff at Denton Community Primary School are committed to working with parents to plan and review support for their children. Parents have regular contact with class teachers and meet formally at parents evening. Children who have SEND or additional needs have a 'Support Plan' written by class teachers in consultation with the SENCO. This Support Plan is reviewed 3 times a year. An Additional Needs Plan (ANP) is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers, this is then written with parents, class teachers and the SENCO.</p> <p>Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.</p> <p>The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for the</p>	<p><b>SEND CoP: 6.79, bullet 3</b> Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p><b>SEND CoP: 6.79, bullet 5</b> Arrangements for assessing and reviewing</p>

child/young person.

Children with Education, Health and Care plans have an annual review and parents meet with the SENCO and class teacher to review Support Plan outcomes at least 3 times a year. The school and/or parents can request an Early Annual Review, if needed.

children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

**9. How are children involved in reviewing their progress and planning support?**

Children at Denton Community Primary School are encouraged to take an active part in their learning and reviewing their progress.

**SEND CoP: 6.79, bullet 4 and 6.79, bullet 5**

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self- assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>School Counsellor self-referral</i>	<i>Pupil, class teacher</i>	<i>Weekly drop-in session</i>
<i>Worry box</i>	<i>Pupil, Class teacher, support staff</i>	<i>Daily</i>
<i>Reflection sheets</i>	<i>Pupil, Class teachers, Support staff</i>	<i>When needed</i>
<i>School Council</i>	<i>Class, class teacher</i>	<i>Termly</i>
<i>Circle times</i>	<i>Pupil, Class teacher, support staff</i>	<i>Weekly</i>
<i>Pupil Voice</i>	<i>Pupil, SENCO, class teacher, teaching assistant</i>	<i>As needed for ANPs and external referrals. Used regularly to inform school staff of pupil's views</i>
<i>SEN Support Plan Reviews, PEP's</i>	<i>Pupil, parents, class teacher supported by SENCO as needed</i>	<i>At least three times a year</i>
<i>Annual reviews (EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher, support services, local authority.</i>	<i>Once a year</i>

Arrangements for consulting young people with SEN and involving them in their education

**10. How does the school prepare and support children to transfer to this school, a new school or to secondary school?**

Our Nursery and Foundation Stage teachers routinely make contact with the parents/ local playgroups/nurseries before children enter school, and is made aware of any children who may have additional needs.

Any pre-school support services that have been involved with specific children liaise with the school, in the months preceding school entry.

**SEND CoP: 6.79, bullet 6**

Arrangements for supporting children and young people in moving

<p>When children with SEND move to another school all records and available information are passed to the receiving school. If appropriate, contact is made by telephone to ensure that the new school has the fullest possible picture of the child's needs.</p> <p>At the time of transfer from primary to secondary school, in addition to passing on comprehensive records, contact is made with the SENCO at the receiving secondary school.</p> <p>Support and a transition package are arranged where necessary to ensure a smooth transition to the receiving school; this includes supported additional visits as well as extensive, bespoke support material as needed. Secondary school staff are invited to the Annual Review for children with an EHCP to ensure information is passed on and effective transition arrangements have been put into place.</p>	<p>between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<p><b>11. What training do school staff have?</b></p>	
<p>All our teachers have qualified teacher status.</p> <p>Our SENCO has the National Award in Special Educational Needs Co-ordination.</p> <p>Four staff are THRIVE practitioners.</p> <p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.</p> <p>All teaching and non-teaching staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.</p> <p>Support staff are encouraged to extend their own professional development and the management team ensure training is available each term both in-house and externally where appropriate. Support staff have benefitted from a variety of external specialists including Speech and Language therapists, EAL /ASD/Dyslexia teachers, Educational Psychologist among others.</p>	<p><b>SEND CoP 6.79 bullet 9</b> The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>
<p><b>12. How does the school measure how well it teaches and supports children with SEN?</b></p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We have used the SEN Quality Mark Guidance to complete a self-evaluation of our SEN provision and used this to develop an action plan to further improve our</p>	<p><b>SEND CoP: 6.79, bullet 10</b> Evaluating the effectiveness of the provision made for children and</p>

<p>SEND provision.</p> <p>We send home a parent questionnaire every year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.</p> <p>We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.  <a href="https://parentview.ofsted.gov.uk/">https://parentview.ofsted.gov.uk/</a></p>	<p>young people with SEN</p>
<p><b>13. How accessible is the school and how does the school arrange equipment or facilities children need?</b></p>	
<p>We make the school accessible to all pupils, in line with the Equalities Act, and make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. Please see our Equality Policy, which includes our Accessibility Plan, and refer to our First Aid policies (Administering Medicines, Medical and First Aid and Supporting Pupils with Medical Conditions) for further relevant information as required.</p> <p><b>Special facilities:</b></p> <ul style="list-style-type: none"> <li>- A lift provides access to/ from three classrooms, the Nursery and playground.</li> <li>- Ramps are available from the main building to the playgrounds and to the front entrance of the school.</li> <li>- Posters around the school are displayed with visual symbols whenever possible.</li> </ul> <p><b>Allocation of resources:</b></p> <ul style="list-style-type: none"> <li>- Resources are allocated to support children with identified needs.</li> <li>- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.</li> <li>- Where necessary, specialist equipment, books or other resources that may help the child are purchased.</li> </ul>	<p><b>Section 69 Children and Families Act 2014</b></p>
<p><b>14. How are children included in activities with other children, including school trips?</b></p>	
<p>Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.</p>	<p><b>SEND CoP: 6.79, bullet 11</b>  How children and young people with SEN are enabled to engage in activities</p>

	available with children and young people in the school who do not have SEN
<b>15. What support is there for children’s overall well-being and their emotional, mental and social development?</b>	
<p>Staff at Denton Community Primary School understand the vital importance of supporting children’s social, emotional and mental health and well-being. All staff have had THRIVE training to support children to understand and regulate their emotions within their classrooms. Four members of staff are trained THRIVE practitioners and provide children with 1:1 and group sessions to further develop their emotional well-being.</p> <p>There are areas in each classroom where children can go to regulate their emotions. Throughout the school there are several areas where children can be to have a learning break or continue their learning in a quiet space. This includes the Pod, Bubble Room, Phonics Room and Library area with skilled staff on-hand to offer support.</p> <p>Children are able to access the school counsellor by self-referring each week using the drop-in. There is also provision for 1:1 blocks of sessions with the counsellor. Parents are able to meet with the counsellor to discuss any concerns. Children are also able to discuss concerns with any members of staff and are actively encouraged to reflect and seek adult support whenever they may need it.</p> <p>Key support staff are trained in delivering support for children in loss/bereavement as well as managing change.</p> <p>The school works with other services to support children, e.g. Education Support, Behaviour &amp; Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS) and Early Help services.</p> <p>Further policies that support SEND pupils include:  Behaviour Policy  Anti-bullying Policy  Safeguarding &amp; Child Protection Policy &amp; Procedures  Supporting Pupils with Medical Conditions.</p>	<p><b>SEND CoP: 6.79, bullet 12</b>  Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>
<b>16. What specialist services does the school use to support children and their families?</b>	
<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists and their consent is required for any referral.</p> <p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/">https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/</a></p>	<p><b>SEND CoP: 6.79, bullet 13</b>  How the school involves other bodies, including health and</p>

<p><a href="https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/">https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</a></p>	<p>social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p><b>17. Where can I get information, advice and support?</b></p>	
<p>The 'local offer' shows advice and advocacy services for children, young people and parents and carers  <a href="http://www.eastsussex.gov.uk/localoffer">www.eastsussex.gov.uk/localoffer</a></p> <p>Parents can gain independent information, advice and support regarding SEN and the EHCP process from AMAZE:  Tel: 0300 123 7782 Email: <a href="mailto:is@amazebrighton.org.uk">is@amazebrighton.org.uk</a>  <a href="https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/">https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/</a></p>	<p><b>SEND CoP: 6.81</b> re local offer</p> <p><b>Children and Families Act regulation 51, schedule 1 (11)</b> - re advice</p>
<p><b>18. What do I do if I am not happy or if I want to complain?</b></p>	
<p>If parents feel dissatisfied about any aspect of their child's SEND provision they should first approach the Class Teacher or SENCO to discuss the concern.</p> <p>The Head teacher will be informed of any outcome and will meet the parents for an informal discussion if necessary.</p> <p>If parents are still dissatisfied they should make a formal complaint to the Governing Body via the Governor responsible for SEND.</p> <p>Please see our Complaints Policy and Procedure, available on the school website or from the school office, if you require further information.</p>	<p><b>SEND CoP: 6.79, bullet 14</b>  Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>