

Danemill Primary School – SEND Information Report

School Name:	Danemill Primary School and pre-school		
Address:	Mill Lane, Enderby, Leicester, LE19 4LH		
Telephone Number:	0116 2862674	Email:	office@danemill.com
Name of Head Teacher:	Catherine Winterton		
Website:	www.danemill.com		
Facebook Account Details:	N/A		
Twitter Feed:	@DanemillPrimary		
School Specialism:	Primary and pre-school	Age Range of Pupils:	4-11 (statutory) 3-4 (pre-school)
Date of Last Inspection: (OFSTED)	April 2015	Outcome of Last Inspection: (OFSTED)	Good (Outstanding in Leadership and Management)
Does the school have a DSP (Designated Specialist Provision):	No		
Total Number of students with identified SEND:	43	Nos with EHCP/ Statement: 2 Nos with SEND Support Plan: 0 Nos with SEND Support (Monitoring): 5	
Information on School contribution to the publication of the Local Authority's local offer	Danemill Primary School contributes to Leicestershire's Local Offer which can be found at: www.leics.gov.uk/local_offer		

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Question

Answer

What is the SEND Information Report?

The SEND Information Report will describe the types of support and provision available in Danemill Primary School and pre-school for supporting all children to reach their potential. It aims to answer questions parents / carers may have and also outlines what this would look like for children. We have broken this down into 4 sections. Firstly what Policies the school publishes in support of SEND, the roles and responsibilities of staff in school in relation to SEND, the different levels of support for children within Danemill Primary School and pre-school and finally some Frequently Asked Questions.

What Policies you may find useful?

“Policy”

- The school SEND Policy.
- The School First Aid Policy
- The school PSHE Policy.
- The school Anti Bullying Policy.
- The school Accessibility Plan.
- The school Pupil Premium Policy
- The school Assessment Policy
- The school Marking and Feedback Policy
- The school Complaints Policy

All these policies are available on the school web site or upon request from reception

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and/or Disability (SEND)?

“Who's Who”

If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo, pre-school manager or Head Teacher.
- If you are still not happy you can speak to the school SEND Governor.

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may receive.

Class teacher/key worker:

Responsible for:

- Checking on the progress of your child and identifying planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and let the SENDCo know as necessary.
- Writing a Personalised Provision Plan (PPP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are able to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

The SENDCo (Laura Higham):

Responsible for:

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing how they are doing.

Head Teacher (Catherine Winterton):

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and the class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND Governor (Lara Woolstencroft):

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different levels and types of support available for children with SEND at Danemill Primary School and pre-school?

“Levels of support available for all children”

For pre-school children, early identification of any SEND needs and intervention is crucial. We work collaboratively with parents to involve outside agencies where needed, and the Early Years SEN Inclusion Service for support on making the transition to school as smooth as possible. For more information on the EYSENIS, please go to:

http://www.leics.gov.uk/eysen_sen_inclusion_team.pdf

Every child will have access to class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher had the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have

decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

- All children in school should be getting this as part of excellent classroom, practice when needed.

- Specific group work with in a smaller group of children.

This group, often called intervention groups by schools, may be:

- Run in the classroom or outside.

- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

With all of the above support there may still be concerns regarding your child's progress and through consultation with yourself, the class teacher and the SENDCo the decision may be made to place you child on '**SEND Support**' so that we can monitor the progress of your child more carefully and additional 'specialist' input may be required instead of and in addition to Quality First Teaching and intervention groups.

For you and your child this would mean:

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, School Nursing Team, Family Support or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.

- Support to set better targets which will include their specific expertise.

- A group run by school staff under the guidance of the outside professional e.g. a social skills group.

- A group or individual work with specialist.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

The next stage of the process if evidence shows that your child is still not making adequate

progress despite intervention and support is to investigate another layer of support in addition to what is already in place.

Specified Individual Support is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a Statement of Special Educational Needs), which cannot be provided from the budget available to the school.

Usually your child will also need support from professionals outside the school. This may be from:

- Local Authority central services such as the Hearing Impaired Team, Social Emotional and Mental Health Team, Early Years team, Autism Team etc...
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support

After the reports have all been sent to the Local Authority (LA). The LA will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or Education Health Care Plan (EHCP). If this is not the case they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or ECHP will outline the number of hours of individual/small group support

your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmers or run small groups including your child.

This type of support is available for children whose learning needs are:

- **Severe, complex and lifelong**
- **Need more than a specified number of hours support in school**

How accessible is the school environment?

“Frequently asked questions”

- The school is accessible to children with physical disability via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- There are double doors strategically placed around the building to allow wheel chair access

If your child requires specific equipment due to a diagnosed SEND need we will work with the appropriate agencies to accommodate these requirements.

Please refer to the school Accessibility Plan

How are children identified as having Special Educational Needs?

At Danemill Primary School children are identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self -esteem is affecting progress
- A child finds learning difficult
- A child is performing well below age related expectations
- Information received from outside agencies and pre- schools e.g. Speech and Language Therapist, Paediatricians etc....

How are parents/carers kept informed about the support the school have put in place?

Each child's education will be planned by the class teacher/key worker. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy or literacy skills then the pupil will be placed in a small

focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the Pupil Passport and Pupil Portfolio (this is a record of the support and interventions, timings, and impact of the intervention). Parents are notified about these interventions by the class teacher.

If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENDCo.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the class teacher /SENDCo.

Occasionally, a child may need more expert support from an outside agency such as the Speech and Language Therapist, Educational Psychologist or Paediatrician. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is provided to the school and parents/carers. The class teacher uses the programme to plan effective support for the teaching assistant to implement.

The SENDCo meets with the SEND governor termly, who monitors SEN, Safeguarding and Child Protection to ensure that policies and procedures are followed.

How is the curriculum differentiated and matched to a children's needs?

When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching assistants may be allocated to work with the child in a 1-1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher will plan the

work for the teaching assistants to implement. All support staff receive internal or external training for the areas of SEND support that they carryout.

How is progress measured?

Staff at Danemill Primary School and pre-school communicate regularly with parents. You are welcome at any time to make an appointment to meet with the class teacher or ring up to meet with the SENDCo. We can offer advice and practical ways that you can help your child at home.

If your child is on the SEN register they will have a Pupil Passport which will be shared with you at least 3 times a year. The PP's are used to highlight next steps and targets, what support has been put in place to support the child and are accessible to all adults in school that work with your child directly to add to. PP's are written by the class teacher and both children and parents are encouraged to contribute to this process.

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHCP or a Statement of SEN, which means that a formal meeting will take place with you and all agencies involved to discuss your child's progress and a report will be written. This is called an Annual Review.

How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We are a caring, understanding staff who look after our children and parents. We fully recognise that children may go through crisis in their lives for short periods of time or longer periods of time. We aim to utilise the support we are lucky enough to have in school to support all children through these times NOT just the ones identified as having SEND needs.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. Intervention may be put into place to support your child. If progress is little to none and further support is needed, the class teacher will liaise with the SENDCo/SEMH SLE in school who will give advice and support and put a plan of action into place. This may involve support from our Pastoral Team.

Children with medical needs

If a child has a medical need then a detailed Personal Health Care Plan is compiled by the

SENDCo in consultation with parents/carers and the school nurse (where appropriate). This is discussed with all staff who are involved with the child.

We have 47 fully trained first aiders.

If your child has a medical condition that requires medication, a meeting can be arranged as required with parents/carers, class teacher and SENDCo if appropriate. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member. For more information on procedures, see the Health and Safety Policy on the school website.

How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, children are encouraged to contribute to lessons
- There is a School Council meeting every half term where issues or viewpoints are discussed.
- We have pupil questionnaires to gather ideas and opinions about curriculum topics
- Children who have PPs (Pupil Passports) discuss their targets with their class teacher.
- Children with a Statement of SEN/EHC Plan share their views before the review meetings.

What expertise and specialist services are available through the school?

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 Psychologist**
- **CAMHS (Child & Adolescent Mental Health Service)**
- **Speech & Language Therapy**
- **School Nurse**
- **Social Care**
- **Occupational Therapy**
- **Paediatricians**
- **Learning Support Service**
- **Social Emotional and Mental Health Team**
- **Counsellors**
- **Early Years Help Team**

An **Educational Psychologist** is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

What training do staff receive?

Our SENDCo achieved The National Award for SEN Coordination in 2014 and has been trained in a wide range of SEN including Specific Learning Difficulties such as dyslexia and dyspraxia, ASD, ADHD, SEMH issues and strategies to support in all these areas.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND, to ensure consistency of the school's approach and/or individual training requirements.

Individual teachers and teaching assistants attend training courses directly linked to the needs of specific children in their class e.g using visual strategies, challenging behaviour management , ASD, ADHD , speech and language.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.

How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities, school trips and residential are a very important part of every child's learning experience at Danemill Primary School.

Risk assessments are carried out and procedures are put in place to enable all children to participate. It may be that an individual child requires an individual risk assessment, to ensure specific procedures are in place.

If a child has an identified 1:1 teaching assistant he/she will accompany them on the trip. However, if this is not the case and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Does the school offer before and after school services? How does the school ensure that pupils with SEND are included

At Danemill Primary School there is a wrap-around care service before school starting at 7.45am. Places are limited and need to be booked a month in advance. After school sessions offered are either until 4.30pm or 5.45pm (which includes a light snack).

Danemill Primary School also provides after school activities, these change seasonally. All children are supported to attend with arrangements being made where ever possible to support children at the club activities.

How are children supported when changing schools or transferring to other education, employment or training?

We recognise that 'moving on' can be difficult for a child with SEND so take steps to ensure that any transition is as smooth as possible.

Home – Pre-school

Parents are encouraged to visit pre-school and speak with the pre-school manager, Ian Turner for more information and support if needed.

**Home - Foundation Stage
Pre-school – Foundation Stage**

For Danemill pre-school pupils with SEND issues, any intervention or advice given on transition by the Early Years SEN Inclusion Service will be followed, alongside the views of the parents/carers. This will be managed by the SENDCo and EYFS Co-ordinator, in partnership with the pre-school manager and staff.

All pre-school parents and their children are invited into school to meet the class teacher and become familiar with the EYFS setting prior to starting school in September – these are two 'stay and play' afternoons in the latter part of the Summer Term. Parents and their children are then invited into school on the week the children start EYFS to chat with the class teachers and discuss any special requirements their children may have. Parents and carers of Foundation Stage children are invited to attend a Welcome Meeting with the Foundation Stage teachers in the term before the children start school.

The SENDCo and EYFS Co-ordinator visit pre-school settings where SEN has already been identified.

For children with SEND we offer additional visits to school to help children become familiar

with their new surroundings. We also visit them in their current setting so that they can get to know the adults who will be supporting them at school.

Foundation Stage – KS1

Children spend two afternoons with their new Year One teacher in the Summer term, prior to moving into KS1 in the September.

The Year One teachers also come into the EYFS setting to read stories to the children in the Summer Term.

If additional transition sessions are required due to any additional needs, an individual package will be organised by EYFS and Year One, with support from the SENDCo if requested.

•If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need 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 at a scheduled transition meeting. This happens at the end of the Summer term. All PP's and relevant information, such as reports from outside agencies, will be shared with the new teacher. Again, additional transition sessions will be arranged based on individual needs.

Year 6

- During the Summer term, the SENDCo will have a Transition Meeting with the SENDCo of your child's secondary school, to discuss the specific needs of your child.
- Your child will attend a small 'Transition' group in school, to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- 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.
- At each transition stage outlined above, a 'transition' booklet can be made to support a child's understanding of future changes.

<p>How are resources matched to a children's needs?</p>	<p>The Head Teacher and SENDCo decide on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.</p> <ul style="list-style-type: none"> •The Head Teacher and the SENDCo discuss information regarding <ul style="list-style-type: none"> ◦the children getting extra support already ◦the children needing extra support ◦the children who have been identified as not making as much progress as would be expected •All resources/training and support are reviewed regularly and changes made as needed. •We ensure that all children who have SEND are met to the best of the school's ability with the funds available. •Teaching assistants deliver programmes designed to meet groups of children's needs. •The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a teaching assistant.
<p>How do the school decide how much support is provided?</p>	<p>The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.</p> <p>Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents</p>
<p>How can I find out support services?</p>	<p>The school office/ SENDCo would be happy to sign post parents to specific support services.</p> <p>Danemill Primary School and pre-school contributes to Leicestershire's Local Offer which can be found at: www.leics.gov.uk/local_offer Here you will find a directory of services that may be able to help you.</p>
<p>What do I do if I want to make a complaint to the school?</p>	<p>If you wish to make a complaint please contact the school office and request our Complaints Policy which will give you clear procedures about how to contact our relevant Governor.</p>