



SEND Information Report 2023-2024

1. Which special needs are provided for at Darnhall Primary School?

We are an inclusive school. We aim to provide education to children with all special educational needs and/or disabilities.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice January 2015)

These needs will be categorised into one of the four following areas:

I. Communication and Interaction

II. Cognition and Learning

III. Social, Emotional and Emotional Health

IV. Sensory and / or Physical

We have 12-place Resourced Provision for children aged 5 – 11 with additional Social, Emotional and Mental Health needs. All of the children with a place in our Resourced Provision have an Education Health and Care Plan.

2. How do we identify children with SEND and assess their needs?

Children's special educational needs are identified at the earliest opportunity. This will usually be by class teaching staff who recognise an additional need based on their assessment and/or observation. Concerns will be shared with parents and a 'Cause for Concern' form detailing the child's needs will be completed and submitted to our SENDCo.

3. Who is our SENDCo?

Mr Davie Kindon is our Key Stage 2 SENDCo. Mrs Charlotte Chappell is our Key Stage 1 and Early Years

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SENDCo.

You can contact our SENDCos via email on sendco@darnhall.cheshire.sch.uk or by telephone on 01606 593315.

4. What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

Children's class teachers will be the first line of communication with parents of children with additional needs. Children's SEND Profiles will be shared with parents by class teachers at Parents' Evenings and progress against their targets will be reviewed at least termly. Should parents wish to discuss the provision provided for their child or discuss their child's attainment and progress, they can contact our SENDCos via email, face-to-face, in person or virtually via Microsoft Teams. An annual review of children's Education Health Care Plans will be arranged by our SENDCo. Parents will be given the opportunity to record their views before and during the review. We encourage parents to be involved in decision making regarding their child's education as much as possible.

5. How do we involve the children in their education?

We believe that children have a right to be involved in their education and have a valuable voice when determining the educational provision we put in place. Children are involved in the target setting and evaluation on their SEND Profile and have the opportunity to say what will help them achieve their targets and the child's views are sought before annual reviews of EHC Plans. Children also take part in Pupil Voice surveys each term.

6. How do we assess and review children's progress?

Children are assessed on a daily basis by class teachers to inform their planning and ensure progress is being made. Children's targets on their SEND Profiles are reviewed jointly by the class teacher and SENDCo every term, or more regularly if necessary.

If it is identified that progress is below the expected level, class teachers will initially liaise with the SENDCo to review the support in place. If necessary, support will be sought from outside agencies to assess and provide advice on the provision we need to put in place.

7. What arrangements do we have to support children in moving across key stages?

We are a split site school with Foundation Stage and Key Stage 1 on one site and Key Stage 2 on the other. In preparation for children moving from Key Stage 1 to Key Stage 2, children access Key Stage 2 for lunch times during the second half of the Summer Term. Children take part in 'bump-up' day at the end of the Summer Term during which they spend a day with next year's teacher in the classroom they will be in next year. Children with SEND are offered additional transition on a needs-basis.

For children with SEND moving from Key Stage 2 to high school, our SENDCo liaises with the high school SENDCos during the Spring Term in order to plan additional transition days and plan additional support if necessary. High School SENDCos are invited to our Year 6

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children's EHC Review meetings. For children with SEND who are supported at Element 2, a thorough handover is completed with the SENDCo or other relevant member of staff of the high school they are transitioning to.

8. What approach do we have towards children with SEND?

We have high expectations across school for all of our children with SEND. We believe all children should have access to a broad and balanced curriculum in an inclusive, supportive and nurturing environment. We endeavour to include children with SEND to partake in all extra-curricular activities and school trips where possible. This will include a risk assessment and possible additional adult support.

9. How do we adapt the curriculum and learning environment of children with SEND?

Class teachers differentiate lessons to enable learners with SEND to take part and make progress. Work will be differentiated to meet children's needs so they can make progress and succeed. In order to boost progress, specific and targeted intervention will be used to support children either individually or in groups. A range of concrete and visual support aids will be used to promote children's independence when learning. Every classroom has a 'feelings area' that is designed to be accessed by children who may have additional social, emotional and mental health needs should they need it.

If necessary, we seek specialist advice and support from external agencies including Speech and Language Therapy, Educational Psychologists, Children's and Adolescents Mental Health Service in order to plan the most effective curriculum and learning environment for individual children.

10. What expertise and access to training do staff have to support children with SEND and how can we secure specialist expertise?

The SENDCos attend Winsford Education Partnership and Local Authority SENDCo Network meetings to keep up to date with changes to SEND and to share examples of good practice and liaise with other SENDCos. We have two trained Emotional Literacy Support Assistants and two Family Support Workers to provide bespoke emotional support where necessary. We have teaching assistants with a wealth of experience and knowledge around supporting children with SEND through specific interventions on a group or 1:1 basis. Our SENDCos identify training needs for both new and existing staff.

Close links are also maintained with outside professionals to secure advice and training.

11. How do we know that the provision for children with SEND works?

Pupils' progress in reading, writing and maths is continually monitored by class teachers and this is then reviewed formally with the Head Teacher, senior leadership team (SLT) and SENDCo every term during pupil progress meetings. Our SENDCos work with our SEND

Governor, Chris Bate, to review our SEND Offer each term.

12. How do we involve other agencies e.g health, social care, local authority support services in meeting the needs of children with SEND and supporting their families?

The SENDCo seeks outside support from agencies including Educational Psychologists, Speech and Language Therapists and CAMHS in order to plan effective provision for children with additional needs. We have a dedicated safeguarding officer and a family support worker who is TAF-trained and form close links with external agencies including Social Care, Health Visitors and Family Intervention workers.

We liaise with parents about the Information, Advice and Support Service offered by the Local Authority. The contact details for this are:

Telephone: 0300 123 7001

Email: iasservice@cheshirewestandchester.gov.uk

The Council Officers, 4 Civic Way, Ellesmere Port, CH65 0BE

The Local Authority has a Local Offer website which is a directory of services for children and their families, including a section outlining services available to children with Special Educational Needs and Disabilities and their families.

15. What are the arrangements for supporting children who are looked after by the local authority and have SEND?

The Designated Teacher at Darnhall Primary School is Mr Davie Kindon. Looked-after Children with SEND are monitored in line with all children with SEND in addition to their termly Personal Education Planning (PEP) meeting. Additional funding can be sourced through the PEP to provide additional support in school.

Our processes in the Early Years are as follows:

SEND in the Early Years

Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

Where staff identify a child as having SEND they work in partnership with parents to establish the support the child needs. Where the staff makes special educational provision for a child with SEND they inform the parents. At Darnhall, we adopt a graduated approach with four stages of action: assess, plan, do and review.

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Discussion with Parents / Carers

Staff record their discussions with parents/ carers about their child's progress and explain that we would like to support their child through Targeted Interventions which will be reviewed.

Partnership working is essential and enables us to build a holistic picture of the child. It is essential to share information about the child with professionals and agencies if they are involved. This will enable information to be shared through the graduated approach and will be recorded at the Action for Inclusion Planning Meeting.

Action for Inclusion planning supports everyone in understanding the child, which enables us to plan and provide effective practice and provision. The meeting is a supportive meeting in which everyone, including the child if appropriate, is able to share their knowledge of the child, their wishes, views and plans for the future.

The strategies and interventions are agreed by everyone at the meeting, enabling everyone who supports the child to work together to meet their needs and to achieve identified outcomes. Staff from the setting including the Key Worker and the SENCO will contribute to the meeting. It may also include outside professionals who are involved with the child such as a specialist teacher if the child has a sensory impairment, and Health professional, e.g. a Health Visitor, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Paediatrician. It may also include members of the Early Years Specialist Teaching Service if they are involved in supporting the child in the setting.

Action for Inclusion and Targeted Interventions

The AFI Plan should be regularly reviewed - sometimes every 6 weeks, but at least termly. A formal review meeting will be needed when a child transitions to another setting.

The Targeted Interventions document should also be reviewed every 6-8 weeks (or half termly).

EY SEND Profile Document

Staff record information about the child, what has been done to support them and who else is involved in this support on the EY SEND Profile Document. This document clearly shows how the Graduated Approach has been followed and identifies the child's needs. This document will be needed when applying for additional support from EYSTS or for funding requests.

One page profile

Children in the Early Years (with identified SEND) will have a one-page profile. It is useful for staff to use at a glance to see what helps the child. The profile considers the child's likes, dislikes, things they need help with, how to communicate and things that help them.

Requesting additional support

SEND Inclusion Panel (SENDIP) will consider requests for additional support once appropriate evidence is submitted.

Any of the following may be requested once school have demonstrated that despite putting in targeted interventions the child has not made progress or has ongoing / long term SEND

- Additional advice and support can be requested from the Early Years Specialist Teaching Service.
- Early Years Inclusion Support funding to support the access and inclusion of young children with SEND.
- An Education Health and Care Needs Assessment.

Early Years Inclusion Support Funding

EY Inclusion support funding is available to support the inclusion of a child with SEND in Early Years Settings and/or to fund specialist equipment where this is recommended by a health professional.

Education Health and Care Needs Assessment

For children in Early Years Settings an EHC Needs Assessment will be requested through a referral to SENDIP.