



Dream, Believe, Learn, Achieve

School Local Offer for Pupils with Special Educational Needs and Disability (SEND)

Darnhall Primary School is an inclusive school and may offer the following range of provision to support children with SEND.

Name of School	Darnhall Primary School
Type of School	<ul style="list-style-type: none"> • Mainstream • Primary (2 – 11 Year Olds) • 10-place SEMH Resource Provision (Y1-Y6)
How does Darnhall Primary School know if children need extra help?	
Which types of SEND do we cater for?	Our approach is to be inclusive of all children at Darnhall Primary School therefore we aim to cater for and meet the needs of every child with any type of SEND.
How do we identify children with SEND?	<p>Teachers are skilled in recognising children in need of additional support or with SEND. This will lead to a discussion with the school SENDCo and the involvement of other agencies where necessary.</p> <p>A variety of diagnostic assessments may be used:</p> <ul style="list-style-type: none"> • PM Benchmarking – Reading Assessment • Emotional Literacy assessments • SWST Spelling assessments • PIVATS • Wide-Ranging Intelligence Tests (WRIT) • The Salford Reading Test • PIRA – Reading Assessment • PUMA – Maths Assessment • WELLCOMM – Speech and Language Assessment <p>A range of other agencies can be contacted:</p> <ul style="list-style-type: none"> • Speech and Language Therapist • Educational Psychologist • Community Paediatrics • Autism Team • SEND Team • School Nurse - Health & Wellbeing Service • Health Visitor - Health & Wellbeing Service • CAMHS - Health & Wellbeing Service • School Community Paediatrician • Early Years Specialist Service • Sensory Service • Children’s Social Care
How do Darnhall Primary School staff support children with SEND?	
How are our Governors involved and what are their responsibilities?	<p>We have a SEND Governor who works collaboratively with the school SENDCo to:</p> <ul style="list-style-type: none"> • Provision is made for pupils who are identified as having SEND. • The progress of pupils with SEND is reviewed in line with all learners across school.



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	<ul style="list-style-type: none"> • The SEND policy is reviewed annually • The School SEND information report explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.
How do we know how effective our arrangements and provision for children with SEND are?	Our school SENDCo regularly attends SENDCo Cluster Group meetings organised by the Local Authority SEND team.
	Our school SENDCo is in regular contact with other agencies and the Local Authority SEND Advisory Officer.
	We encourage all feedback from parents and carers of children with SEND. We track the progress and attainment of all SEND children and analyse data termly. Analysis of ASP enables us to make comparisons between our SEND pupils and SEND pupils nationally. Ofsted make judgments about provision and achievement of SEND pupils. Reflection of practice by SENDCo.
How is the curriculum at Darnhall Primary School matched to children's needs?	
What are our approaches to differentiation and how do we provide inclusion?	<p>All lessons are differentiated to suit individual and group needs to ensure inclusive education for all children. Teachers use a range of daily assessment strategies to ensure all children are fully engaged, accessing the curriculum at their level and making progress.</p> <p>SEND Profiles are in place for children who require additional support or specific adaptations in order to access the curriculum. These enable children with specific needs to achieve their full potential within an inclusive environment. Some of these children will be supported by a Teaching Assistant.</p> <p>A range of specific programmes, resources and interventions are used to ensure successful differentiation and to provide inclusion for all. These are highlighted within this document.</p>
How does Darnhall Primary School inform parents and carers of children's progress and how to support their children's learning?	
What opportunities will there be to discuss children's progress with our staff?	We have an open door policy. Parents may speak to the Headteacher at any time or staff members at the end of the school day or make an appointment to discuss more lengthy or private matters.
How will a parent or carer know what progress their child should and is making?	<p>There are termly opportunities for all parents to review their child's progress at Parents' Evenings.</p> <p>Reports are used to share children's current levels and give further information on how parents and carers can support progression. These are sent home on an annual basis.</p>
What opportunities will there be for regular contact about things	We have an open door policy. Parents may speak to the Headteacher at any time or staff members at the end of the school day or make an appointment to discuss more lengthy or private matters.



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<p>that have happened at our school?</p>	<p>When needed, children have a home/school diary, which teachers, parents and carers use to communicate on a daily basis.</p> <p>All parents receive a full school report each year. National expectations are made clear and individual pupil's progress and attainment is stated clearly. If parents require a separate or translated copy (for example with divorced / separated or EAL parents) this can be arranged via the school office.</p> <p>For children with SEND, the class teacher will contact parents regularly to review progress and discuss new targets. Specific assessment systems can be also used, such as PIVATs and Objectives on the Insight Tracking Program. These are shared with parents and carers.</p> <p>When children are involved with outside agencies, parents and carers will be invited in to school to meet with professionals to gain a better understanding of the nature of the work taking place.</p> <p>We engage with Team Around the Family meetings (TAF) where necessary.</p>
<p>How will a parent or carer know about our planning?</p>	<p>Class teachers send home a curriculum newsletter each term to share new topics, planning and other events taking place. All curriculum planning can be accessed via the school website: http://www.darnhall.cheshire.sch.uk/</p>
<p>Do we offer any parent/carer training or learning events?</p>	<p>The school's Community Room and other areas are used for parent and carer training and learning events, for example Open Mornings, Engagement Sessions, Behaviour Workshops, Mother & Toddler play sessions, Help Your Child with Reading, are offered regularly at differing times of the day in order to accommodate parents and carers work/home commitments.</p>
<p>What support is there for children's overall wellbeing at Darnhall Primary School?</p>	
<p>What pastoral, medical, social and emotional support is available for our children?</p>	<p>We use a range of approaches to support pastoral, social and emotional needs, some of which are as follows:</p> <ul style="list-style-type: none"> • Safeguarding, Family Support and attendance officers working daily with parents and the community • Emotional Literacy Support Assistants (ELSA) provide small group or 1:1 nurture interventions. • Designated Lead Behaviour Specialist teacher • Nurture drop-in sessions • Designated calm-down & nurture areas in school, supported by trained staff • Friendships groups • Religious Education Teaching and themed worship • Social Skills Sessions <p>Designated staff have up to date Emergency First Aid training and other training for more specific needs is provided when necessary. For example, care for pupils with mobility and auditory needs and Mental Health First Aid. We make all reasonable adjustments, in accordance with a child's Education Health Care Plan (EHCP), to support children and work closely with parents and carers to ensure their child is fully included in every aspect of school life.</p>
<p>What measures do you have in place to prevent bullying?</p>	<p>Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti Bullying Policy for further information and procedures used to prevent bullying.</p>
<p>What support is</p>	<p>At Darnhall Primary School we incorporate positive behaviour management</p>



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there for behaviour, avoiding exclusions and increasing attendance?	<p>strategies in all aspects of school life. Examples of these are as follows:</p> <ul style="list-style-type: none"> • Designated Lead Behaviour Specialist teacher • Safeguarding and Family Support teams working daily with parents and the community • Dojo rewards system linked to school rules. • Class-based Sunshine & Cloud behaviour displays • Pupil agreed school rules • Golden Time • Celebration Assembly • Certificates and Headteacher's Awards • Personalised reward systems where necessary. • <p>For instances where the above is no longer appropriate, please refer to our Behaviour and Discipline Policy for further detailed information.</p>
How are our children able to contribute their views?	<p>Pupil voice is extremely important to us. The following strategies enable children to contribute their views:</p> <ul style="list-style-type: none"> • School Council • Circle Time • Friendship groups • Pupil Voice activities • SEAL Programmes • Celebration and Sharing Assemblies • Children with EHCs views are always recorded to inform and annual or interim review of their plans.
What specialism services, experience, training and support are available or accessed by Darnhall Primary School?	
Are there any of our staff that have undertaken any SEND specific training?	<p>Currently, we have staff trained in the following areas:</p> <ul style="list-style-type: none"> • SENDCo Award • Read Write Inc. Phonics • First Aid, Paediatric First Aid & Mental First Aid • British Sign Language Level 1 • SENDCo Cluster meeting • ELSA training and ongoing monitoring <p>We are also able to contact external agencies for further support in specific areas if required.</p>
What experience do our staff have, is there any other training staff have attended?	<p>Staff at Darnhall Primary School have experience of working with a range of SEND.</p> <p>CPD training is undertaken regularly with a range of specialists, provided by experienced in house staff members or external providers.</p>
How are children included in activities outside the classroom including school trips?	
Will our children be able to access all of the activities?	<p>We ensure inclusion for all children in activities outside the classroom in the following ways:</p> <ul style="list-style-type: none"> • Risk assessments – Risk Assessment Management Plans are in place for all children with EHCs and other children who present risks to themselves or others. • Pre-visits by the class teacher • 1:1 adult support



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	<ul style="list-style-type: none"> • Additional resources or adapted activities to support • Additional transport if required • Social stories in preparation
How accessible is Darnhall Primary School's environment?	
Is the building wheelchair accessible?	Yes We have a disabled parking space at the front of school with a ramp to access the building.
Are there disabled changing and toilet facilities?	Yes
How do you communicate with children or parent and carers whose first language is not English?	<ul style="list-style-type: none"> • Written and verbal communication can be translated to different languages • EAL support and resources can be accessed a range of county and online resources • Multi- sensory resources can be bought and created to support children with EAL Multi lingual signage around school will be prepared, as appropriate to need
How will equipment and facilities to support children with SEND be secured?	<ul style="list-style-type: none"> • Education Resource Library • Local Authority SEND Team • EAL Multi Lingual Centre • Autism/ADHD Teams • Speech and Language Therapy Team • School budget, if funding allows • Pupil Premium, as appropriate to individual needs
What provision will be available for children to access quiet time/space?	<ul style="list-style-type: none"> • Quiet areas and benches in the playground • Timetabled Learning Zone sessions • Calm-down, quiet zones around school • Corner Cottage sensory room. • Nurture drop-in sessions • School Library reading, quiet area • Calm music played through headphones
How will Darnhall Primary School prepare and support children joining the setting, transferring to a new setting or the next stage of education and life?	
What preparation will there be for children before joining our setting?	<ul style="list-style-type: none"> • Transition days take place for each class prior to beginning a new school year, with opportunity to meet teacher and see new environment • Buddy system for new children entering school • Social stories for children with SEND • SEND / Behaviour teams meeting from source-school when appropriate • Managed moves when appropriate • Phased entry timetables when appropriate
How will children be prepared to move onto the next stage?	<ul style="list-style-type: none"> • Transition programmes set up by local high schools and provision. • SENDCo to liaise with high school SENDCo regarding children with SEN who are making the transition to Year 7.
Examples of interventions that Darnhall Primary School may allocate to match children's needs.	
EYFS	<ul style="list-style-type: none"> • Speech and Language • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP
Year 1	<ul style="list-style-type: none"> • Speech and Language • Fisher Family Trust (FFT) Literacy Programme W3



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	<ul style="list-style-type: none"> • Beat Dyslexia 1 - 6 • Power of 2 Maths • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP
Year 2	<ul style="list-style-type: none"> • Speech and Language • Beat Dyslexia 1 - 6 • FFT W3 • Read Write Inc. Phonics • Power of 2 Maths • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP
Year 3	<ul style="list-style-type: none"> • Speech and Language • Beat Dyslexia 1 - 6 • Rapid Read • Rapid Write • FFT W3 • Power of 2 Maths • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP • Switch-on Reading Intervention
Year 4	<ul style="list-style-type: none"> • Speech and Language • Beat Dyslexia 1 - 6 • Rapid Read • Rapid Write • FFT W3 • Power of 2 Maths • Switch-on Reading Intervention • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP • ELSA
Year 5	<ul style="list-style-type: none"> • Speech and Language • Beat Dyslexia 1 - 6 • Rapid Read • Rapid Write • FFT W3 • Power of 2 Maths • Switch-on Reading Intervention • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP • ELSA
Year 6	<ul style="list-style-type: none"> • Beat Dyslexia 1 - 6 • Rapid Read • Rapid Write • FFT W3 • Power of 2 Maths • Further Literacy Support (FLS) • Switch-on Reading Intervention • Personalised learning programmes, as appropriate • SEMH Resource Provision, as stated on individual child's EHCP • ELSA
<p>Examples of resources that Darnhall Primary School may allocate to match children's needs.</p>	



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Literacy	<ul style="list-style-type: none"> • Pen/pencil grips • Writing slopes • Different coloured paper according to need • Coloured overlays • Lined paper • Clicker word / sentence-building software • Different size texts according to need • Range of reading books with age appropriate interest levels and reading age appropriate content • Laptops or iPads/other tables. • E-Reader Pens for children with Dyslexia.
Maths	<ul style="list-style-type: none"> • Number tracks/lines • Kinaesthetic apparatus – cubes, counters, etc. • Different coloured paper according to need • Different size squared paper according to need
Other	<p>Including:</p> <ul style="list-style-type: none"> • Owls (Years EY-Y6 SEMH Provision) • ‘The Quiet Place’ nurture & sensory room • Sensory toys • Wobble cushions • Social stories books • Social skills games • Outdoor Therapy Garden • Outdoor Classroom and ‘Woodland Wonder’
How is the decision made about what type and how much support our children will receive?	
Describe our decision making process. Who will make the decision and on what basis?	<p>Governors, Headteacher, Teacher, SENDCo and School Bursar work collaboratively, alongside other professionals involved with children, to ensure appropriate support is in place.</p>
How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children’s SEND and supporting their families?	<p>Support given is on individual needs and additional funding (for example, for children with Pupil Premium or Top-up Funding, or an EHCP) will be allocated to support or for resources to ensure inclusion leading to children achieving their full potential.</p> <p>All recommendations and advice from professional reports will be put into place accordingly.</p> <p>Professionals invited to meetings as appropriate to need.</p>
How do we measure whether the support has had a positive outcome?	<p>Support is measured in the following ways:</p> <ul style="list-style-type: none"> • Specific, Measurable, Achievable, Relevant, Timely (SMART) targets are created for children with SEND and reviewed regularly • We carry out the Assess, Plan, Do, Review cycle • Teaching Assistants ensure evidence of a starting point for each child they support and evidence of the impact at the end of an intervention or



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	<p>programme</p> <ul style="list-style-type: none"> • Pupil Premium spending is tracked / monitored / analysed • Pupil Provision Mapping shows input in and impact on learning
How are parents and carers involved in Darnhall Primary School?	
What approaches are in place to involve our parents/carers in decision making and day-to-day school life?	<ul style="list-style-type: none"> • Parent 'WARM' committee • Parent volunteers • Parent/carers questionnaires Feedback regularly requested • Special events regularly take place for parents/carers to attend for example, Family Learning Day and Class / Celebration Assemblies, Open Mornings, Engagement Afternoons etc.
Who can parents and carers contact for further information?	
Who would a parent or carer contact to discuss SEND related concerns about their child?	<p>Class teacher</p> <p>↓</p> <p>SENDCo, Mr Davie Kindon</p> <p>↓</p> <p>Headteacher, Mrs Sarah Tomlinson</p>
Who would a parent contact to discuss their child joining our school?	
Who would a parent contact to discuss their child joining our school?	Our school office will be able to answer initial questions and organise a personal meeting and tour of the school with the Headteacher and/or relevant staff member.
Who is the SEND Co-ordinator (SENDCo) and how can they be contacted?	<p>Mr Davie Kindon and Mrs Charlotte Chappell (Key Stage 1 Assistant SENDCo). Darnhall Primary School Winsford Cheshire CW7 1JL</p> <p>01606 593315 Email: sendco@darnhall.cheshire.sch.uk</p>