



SEND Information Report

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1 Introduction

At Darnhall Primary School we welcome everybody into our community.

The Staff, Governors, pupils and parents work together to make Darnhall Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals.

This means that equality of opportunity must be a reality for our children.

We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive

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environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning, thus enabling them to maximise their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

2 What are Special Needs?

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](#)

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we try to identify a need and determine the reasons why.

Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of a similar age.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers.

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- Matches or is better than the previous rate of progress.
- Ensures that a child has full access to the curriculum in line with their peers.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

3 Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise may need to be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning/ subjects. It is through this process that children who are not making expected progress are highlighted and a '**SEND Profile**' is initiated. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice (these interventions are also recorded on the '**SEND Profile**').

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register.

The **SEND Profile** is devised in collaboration with the child, parents, teachers and support staff/agencies and is used to plan, review and monitor children's outcomes.

3.1 What to do if you think your child has Special Needs?

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Darnhall Primary School, please contact us on:

01606 593315

sendco@darnhall.cheshire.sch.uk

SEND Co-ordinator: **Mr Davie Kindon**

Assistant EYFS and Key Stage 1 SENDCo: Mrs Charlotte Chappell

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4 School Provision for Special Needs

4.1 Class Teachers have responsibility for enabling all pupils to learn.

To achieve this, they:

- Plan appropriate work/activities for their pupils.
- Ensure that support is available for all children (inclusive 'quality first' teaching).
- Differentiate the curriculum to take account of different learning styles, interests, abilities.
- Ensure that all children can be included in tasks/activities.
- Monitor individual progress.
- Celebrate achievement.
- Identify those children who require additional or different support in order to make progress.
- Set targets on **SEND Profiles** and discuss these with parents and pupils.

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

4.2 Support Staff:

- Support the teachers in enabling all children to have access to the curriculum through Quality First Teaching
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum.
- Encourage and promote independence in the children.
- Liaise with the class teacher.
- Help to prepare resources and adapt materials.
- Lead interventions to close the gap for children experiencing difficulty.
- Promote the inclusion of all children in all aspects of life at school.

4.3 Interventions:

Interventions are carried out by the school and are 'additional to or different from' the usual differentiated curriculum.

They can take the form of:

- Using different learning materials in the classroom.
- Making reasonable adjustments within the physical environment.
- Making reasonable adjustments to routines.
- Support staff in the classroom.
- A more focused level of support in a small group withdrawn from the class.
- Focused work to be completed at home.

4.4 Frequency and Timing of Support:

Teachers and their Support Staff generally identify the intervention so that they can adapt provision according to need. The impact of the interventions is monitored by the SENDCo/Lead Behaviour Professional and the Assessment Co-ordinators.

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4.5 Organisation of Support:

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of multi-sensory activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met.

The support provided usually falls into one of the following categories:

- **Direct or indirect support in the classroom.**
- **Focused withdrawal support from the classroom.**
- **Support in our 10 place Resourced Provision - Y1 - Y6 pupils, if identified on an EHCP.**

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is enhanced by 1:1 Emotional Literacy Support Assistants, Family Support staff and a range of nurturing groups arranged during the social breaks throughout the day to help pupils develop self-confidence and self-belief.

5 External Services:

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services.

This is triggered when:

- A child continues not to make adequate progress.
- A child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness.
- A child continues to have difficulty in developing Literacy and Numeracy skills.
- Has emotional or social difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised management programme.
- Has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is

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widening and this needs further investigation.

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school.
- Extend the expertise of the teaching Staff.
- Provide additional assessment.
- Be involved in supporting the child directly.
- Suggest that a statutory assessment is advisable.
- Consult with all parties involved with the child.

Support staff, including Teaching Assistants and 1:1 Support Assistants are assigned across the whole school to support SEND pupils according to need.

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools. Colleagues from outside agencies and parent partners continue to advise and support our staff to better understand and address the needs of our pupils.

6 Statutory Assessment: Education, Health Care Plan (EHCP):

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, Statutory Assessment may be considered. If a Statutory Assessment is deemed necessary by the school, we will submit reports for consideration by the Local Authority's Provision Panel, in consultation with the child, parents and outside agencies. The request is sent to the Local Authority (LA), which in our case is Cheshire West and Chester. The process is defined by a specific timescale and statutory procedures.

Cheshire West and Chester's SEND Local Offer can be obtained from the council's website (<http://www.westcheshirelocaloffer.co.uk>).

The school will provide the Local Authority with:

- A SEND Profile for the child which includes:
 - Information about the child's progress over time.
 - Documentation in relation to the special educational need.
 - Details of action taken by the school to meet the child's special educational needs.
 - Particulars of any special resources or arrangements put in place
- An 'Parent Views' report from the parents/carers.
- An 'Child or Young Person's views' report from the pupil.

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- Records of regular reviews and their outcomes.
- Health reports, including medical history where relevant.
- National assessment levels and reports or records of progress compiled by the teachers.
- Educational and other assessments, for example from an advisory teacher or an Educational Psychologist.
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

After considering all the information provided, the Local Authority's Provision Panel may decide that:

- The child's needs can continue to be met within the school's SEN budget
- The child requires temporary 'Top –Up' funding to provide more support in school or
- The child needs a full Statutory Assessment potentially leading to a EHCP

If a full Statutory Assessment is recommended, further evidence is gathered from all of the agencies who have involvement with the child. This evidence is assessed by the Panel and they agree whether there is the need for an '**Education Health Care Plan**'. The Local Authority will lead on this process. The **EHCP** incorporates all information about the child from birth to 25.

Statements/EHC Plans are subject to annual review which will include child and parental views about the child's progress.

Interim reviews can be arranged at any time if significant concerns arise.

Children under 5 years of age are subject to 6 monthly reviews.

Parents may also make a Request for Statutory Assessment.

They will need to contact the Cheshire West and Chester Information and Advice Support Service (www.cheshirewestchesterlocaloffer) to be advised of the way forward to do this.

7 Transferring existing Statements of SEN to Education, Health Care Plans:

The legal test of when a child requires an EHCP remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHCP. No child should lose their Statement and not have it replaced with an EHCP simply because the system is changing.

The transition period for transfer to EHC Plans was extended to 2018. There should no longer be any children with statements as opposed to EHC Plans.

7.1 Recording:

Records are kept on each child. They are stored in either of two files: Profile Files (Non SEND) and SEND Files. These files are stored in the SENDCo's locked office and on school's secure computer servers.

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Once a child's individual need is identified, it is recorded on the school's SEND register. A master copy is stored in the Headteacher's Office and on the school's internal ICT network.

There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office.

Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files.

General learning support and intervention records are maintained by class Teachers to chart children's progress. The school's Senior Leadership Team monitor this process.

The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

There are also some general information files, stored in the Admin office which includes master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They may also contain correspondence from outside agencies.

8 The SENDCo:

Mr Davie Kindon is our SENDCO. He is responsible for the implementation of the SEND policy and will:

- Support and encourage other members of staff where and when necessary.
- Liaise with parents and relevant outside agencies, Medical and Psychology Services.
- Attend and cascade appropriate in-service training in order to meet new developments with policy and practice.
- Prepare and deliver INSET.
- Assist in the purchase and deployment of resources encouraging their efficient and effective use.
- Be responsible for overseeing the maintenance of the Special Needs Register.

Being a fully inclusive school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and/or bespoke individualised training is continuously available from internal and external providers.

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.

9 Resources:

A wide range of materials are provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and

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matching resource to need.

10 Partnerships:

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Headteacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions.

We endeavour to create positive links with our parents by operating an 'open door' policy. Pupils and parents/carers are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings.

Initially, when a child's special needs are identified, a letter is sent home to parents/carers raising awareness and inviting them into school to discuss this further. Parents/carers are consulted regularly at the termly parent/carer consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist.
- Child Development Centre.
- Child and Adult Mental Health Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Social, Communication Outreach Services.
- Hearing Sensory Support.
- Visual Sensory Support.
- Learning Difficulties and Disabilities.

If you would like to know more information about these services contact us on **01606 593315** or email us at **sendco@darnhall.cheshire.sch.uk**

11 Pupils:

- Are encouraged to participate fully in the life of the school.
- Understand the success criteria to enable progress to take place.
- Are expected to behave in a responsible and respectful way within a learning context.
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- Comment on how they feel they are progressing when support plans are evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils

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are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their support plans.

12 Complaints:

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

13 Transition:

Links with our feeder and transfer schools are very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school staff familiarising themselves with individual needs. Darnhall Primary also participates in the transition arrangements of our Secondary schools, which includes for some children a transition learning opportunity based at the school which the child will be transferring to the following September.

The Local Offer:

Cheshire West and Chester's SEND Local Offer can be obtained from:

<http://www.westcheshirelocaloffer.co.uk>

Darnhall Primary School's Local Offer can be obtained from:

<http://www.darnhall.cheshire.sch.uk/>

The school office can also provide further information on request.

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