



SEND Information Report Autumn 2016

Denbigh Community Primary School is a fully inclusive school that ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

We are a large primary school with an average percentage of children classified as having SEND support compared to other schools (11% compared to 13.4% nationally – January 2016 census).

The number of children an Education Health and Care Plan (EHCP) at Denbigh Community Primary Primary is less than the National Average. 17% of children receiving Pupil Premium are also on the School's SEND register.

17% of pupils not receiving Pupil Premium are on the School's SEND register.

- The Inclusion Manager, Mrs Diane Rodgerson, has achieved the National Award for SEND Coordination and also works as a lead SENco for the Local Authority.

The school offers additional expertise in:

- Dyslexia:
 - Dyslexia Friendly School Award in June 2015
- Speech, Language and Communication Needs.
 - 4 staff qualified with ELKLAN award for 5-11 year olds.

Attainment and Achievement 2015-16:

In 2015-16 children with SEN achieved:

Year 1 Phonics – SEN support children achieved 42% compared to 40% in the local authority. 87% of pupils in North Tyneside achieved with no Special needs achieved the threshold level.

Year 2 KS 1 SATS –

In reading – SEN support children achieving expected standard or above was 29% compared to 31% in the Local Authority and 31% nationally.

In writing – SEN support children achieving expected standard or above was 0% compared to 20% in the Local Authority and 20% nationally.

In Maths – SEN support children achieving expected standard or above was 57% compared to 35% in the Local Authority and 30% nationally.

Year 6 KS2 SATS – combined reading, writing and maths – SEN support children achieved 56% (expected standard or above) compared to 53% nationally.

The Inclusion Team:

Inclusion and Intervention Manager – Mrs Diane Rodgerson

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Inclusion and Intervention Manager – Mrs Diane Rodgerson
Family Support Manager - Jackie Young
Nurture Lead – Mrs Kirsty Bird
Lead Intervention TA – Mrs Taria Crosby
EYFS/ KS1 Intervention – Mrs Judith Plant
KS2 Dyslexia Support – Mrs Nicola Shields
KS2 Dyslexia Support – Mr James Rodgerson
KS2 SEND Intervention/ Dyslexia Support – Mrs Emma Hutchinson-Smith
R Special Support Assistant (EHCP) – Miss Mandy Whitehead
Y2 Special Support Assistant (EHCP) – Mrs Kimberley Burnip
Y2 Special Support Assistant – Miss Laura Mayhew
SEND Link School Governor – Mr Paul Greenway

Some of the ways we support children and families to achieve:

- Parent meetings where we strive to include parents at every stage of our SEN provision. When class teachers highlight specific needs children may have, our first response is to include parents in any discussions mostly via parent meetings.
- Outside agency referrals are made to outside agencies to support the work carried out in school.
- Inclusion means children with SEND are included as fully as possible in all areas of school life including all trips and residential visits.
- Staff training where we are committed to ensuring our practice is up to date and staff attend a variety of training both locally and Nationally.
- Person Centred Annual Reviews of Education Health and Care Plans are carried out at Denbigh Community Primary School.
- We have replaced Individual Education Plans (IEPs) with SEN support plans. This offers children, parents and staff the chance to collaborate to create outcomes and targets.
- Assessment is on-going throughout the school year and enables teachers to track pupils who may need individual intervention.
- As a school we provide a variety of interventions, this may be one to one, group intervention, during school, after school and ability setting in maths which enables SEND children to be taught within smaller groups.
- Attainment of children offered intervention is assessed at the start and end of the intervention period. Most children make accelerated progress.

What parents say:

“My child has made a lot of progress since starting her Dyslexia programme. We can’t thank the school enough” (Year 6 Parent, July 2016)

“I like the fact that the school provides programmes that are individual to my child and help her to meet the levels of her peers.” (Year 2 parent, November 2016)

“The school listened to my concerns and acted quickly to provide additional support for my child’s needs.” (Year 2 parent, November 2016)

What pupils say:

“I like working with Ms XXXXX on my dyslexia programme. I think it is really helping me to improve.” (Year 5 child, October 2016)

What OFSTED says:

“The progress of disabled pupils and those with special educational needs is very closely checked and regularly reviewed. Carefully planned support

“The progress of disabled pupils and those with special educational needs is very closely checked and regularly reviewed. Carefully planned support, which closely matches individual pupil’s needs, makes sure that these pupils make progress that is similar to that of other pupils. “(Ofsted, October 2013)

“Equality of opportunity is central to the school’s work and the school is very successful in removing any barriers to learning so that there are no differences in the achievement of different groups of pupils in the school.”
(Ofsted, October 2013)