



Denbigh Community Primary School SEND Information Sheet for Pupils with Special Educational Needs and / or Disabilities

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

Our school's 'SEND Information for Parents' lets you understand how we support pupils with Special Educational Needs and Disabilities through our local offer.

The Inclusion Manager, Mrs Diane Rodgerson

- has achieved the National Award for SEND Coordination
- is a Specialist Leader of Education for SEND
- is a Lead SENDco for the Local Authority.

The school offers additional expertise in:

- Dyslexia
 - Dyslexia Friendly School Award (July 2015)
 - 1 member of staff has achieved OCN – Skills for Supporting Pupils with Dyslexia
- Speech, Language and Communication needs
 - 4 trained staff (ELKLAN award for 5-11 year olds)
 - 2 trained staff BSL (British Sign Language) Level 1
 - 1 staff trained in Makaton
- The school has full provision for pupils who are disabled. There is ramp access to all areas of the school and disabled toilet facilities. Doorways are extra wide to accommodate children and visitors with mobility issues.

We consult with pupils and their families on our local offer by:

- Annual parent survey
- School council meetings
- SEN review meetings
- Termly Parents meetings

We will let families know about any concerns about a pupil's learning by:

- Termly parents' evenings
- One to one meetings throughout the school year with parents and other agencies

When a pupil is identified as having special educational needs, we support their development and progress by:

- Identifying the area of need
- Requesting outside agency involvement
- Regular update meetings between staff
- Review interventions termly and amend where necessary

Note

Parents and carers are free to seek help or advice from anyone they choose. Note Parents and carers are free to seek help or advice from anyone you choose about this process. The Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS) will be able to identify an independent parental supporter. They will be able to help and support you throughout the procedures and complete your parental advice if that would be helpful. The (SENDIASS) are responsible for coordinating this and can be contacted on Telephone: (0191) 643 8317 | (0191) 643 8313
Email: sendiass@northtyneside.gov.uk

North Tyneside Local Authority Local Offer

The local Authority is also required to publish it's Local Offer for child and young people with Special educational Needs and Disabilities. The information can be found by following this link:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

If you would like further information about what we offer here at Denbigh Community Primary School, then please contact the Inclusion Manager, Mrs Diane Rodgerson through the school office.

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

Inclusion Manager – Mrs Diane Rodgerson

Class/subject teacher

Headteacher – Dr Louise Guthrie

SEN Governor – Mr Paul Greenway

What are the different types of support available for children with SEND in Denbigh?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has 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.
- 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 Inclusion Manager or outside staff) may be 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 gap 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 a 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.

SEND code of Practice (June 2014) stage of support - SCHOOL SUPPORT

means that your child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan or the intervention plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

SEND code of Practice (June 2014) stage of support - SEND SUPPORT

means that your child has been identified by the class teacher/Inclusion manager as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, the Dyslexia Referral Team (DRT), the Language and Communication Team (LCT) or the Occupational Therapy Team (OT)

For your child this would mean:

- Your child will have been identified by the class teacher/ Inclusion Manager (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- 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, Educational Psychologist or Dyslexia Referral Team specialist. 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 outside professional
- The school may suggest that your child needs some degree of 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.

SEND code of Practice (June 2014) stage of support – SPECIFIED INDIVIDUAL SUPPORT

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, the Dyslexia referral Team, the Language and communication Team or the Occupational Therapy Team

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 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 in, the Local Authority will decide if your child's needs are severe and if they need more support in school to make good progress. If this is the case, they will write an EHC Plan. 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.

- EHC Plan will outline the desired outcomes from the support which is being put in place. It will have long and short term goals for your child.
- This may mean that an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

- Severe, complex and/or lifelong
- Need specialist individual support in order to make progress in their learning

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher 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 Inclusion Manager or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

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 too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from North Tyneside LA, includes money for supporting children with SEND.
- The Head Teacher and the Inclusion Manager discuss all the information they have about SEND in the school, including:
 - 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;

and decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- A family support manager
- 2 Thrive Lead Practitioners
- 3 Special Support Assistant
- 12 Teaching Assistants
- 1 Intervention Teacher
- 1 *Reading Recovery* trained intervention teacher.

Staff at have a range of qualifications and experience:

- The Inclusion manger has achieved the National Award for SEND Coordination (NASC).
- 4 members of staff have achieved ELKLAN Primary Speech and Language Support for 5-11s
- 1 member of staff has achieved OCN – Skills for Supporting Pupils with Dyslexia
- 2 members of staff trained in BSL (British Sign Language) Level 1
- 1 member of staff trained in Makaton
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Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Dyslexia Referral Team, DRT, (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy, SALT, (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (Northumbria Healthcare NHS Foundations Trust) but can be delivered in school:

- School Nurse

- Occupational Therapy, OT
- Physiotherapy
- Child and Adolescent Mental Health services, CAMHS

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The Inclusion manager's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Dyslexia and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from SALT, DRT.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEND Support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.

- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109

How is Denbigh Community Primary School accessible to children with SEND?

- The building is on one level and is accessible to children with physical disability via ramps, including, classrooms, the gymnasium, the lunch hall, the school field and the school yards and play areas.
- The school has fully accessible toilets.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - We will contact the school SENCO 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 and in most cases, a planning meeting will take place with the new teacher. All SEND Support Plans and IEPs will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for them.

- In Year 6:
 - The Inclusion Manager and year 6 teachers meet with the SENCO of your child's secondary school to discuss the specific needs of your child. SEND Support Plans will be transferred to the new school before your child leaves Denbigh.
 - Secondary schools provide specialist session for students with SEND as appropriate.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - 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.

Further Information

If you would like further information about what we offer here at Denbigh Community Primary School, then please contact the Inclusion Manager, Mrs Diane Rodgeron through the school office.

Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities	
	Support Available Within School
Communication and Interaction Needs:	<ul style="list-style-type: none"> • Visual timetables

<p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • The school runs Nurture groups • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Specific Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes

<ul style="list-style-type: none"> • Moderate Learning Difficulties 	<p>are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</p> <ul style="list-style-type: none"> • ICT is used to reduce barriers to learning where possible. • Ipads are available to all students. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional Health Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The school has a dedicated Behaviour Support Manager. • The school runs Nurture groups. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in

	<p>all activities.</p> <ul style="list-style-type: none"> • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • I pads are available to all students. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine

	<p>administration policy.</p> <ul style="list-style-type: none"> • The Inclusion Manager completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All entrances to the school have ramps fitted to allow wheelchair access. • A proportion of our classrooms have a sound field fitted. • The school has disabled toilets / facilities
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If you have any concerns about your child’s special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child’s class teacher and / or the Inclusion Manager.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

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