



SEND Information Report

Autumn 2018

What we say:

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

What Parents say:

“My child has made a lot of progress since starting her Dyslexia programme. I am delighted that she passed her SATs this year and achieved greater depth in reading, which is testament to the support the school have given her. The School and her support helper have been brilliant.”
(Year 6 Parent, July 2018)

What pupils say:

“I like working with my teaching Assistant on my programme. I think it is really helping me to improve. I put my hand up in lessons now and it has made me more confident”
(Year 4 child, October 2018)

What OFSTED says:

“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)

We are a large primary school with an average percentage of children classified as having SEND support compared to other schools (16% compared to 14.4% nationally, January 2018).

The number of children an Education Health and Care Plan (EHCP) at Denbigh Community Primary School (<1%) is less than the National Average (2.8%).

15% of children receiving Pupil Premium are also on the School’s SEND register.

43% of pupils on the School’s SEND register also receive Pupil Premium.

The Inclusion Team:

- Inclusion and Intervention Manager – Mrs Diane Rodgerson
- Family Support Manager – Mrs Jackie Young
- Thrive lead Practitioner – Mrs Kirsty Bird
- Thrive Lead Practitioner – Miss Laura Storey
- EYFS Intervention – Mrs Judith Plant
- KS1 Intervention – Mrs Jordan Smith
- KS2 Intervention – Mrs Sonia Clennell
- LEAPS funded Special Support Assistant – Mrs Danielle Robinson
- R Special Support Assistant – Mrs Mandy Whitehead
- R Special Support Assistant – Mrs Jackie Bartley
- Y4 Special Support Assistant (EHCP) – Mrs Kimberley Burnip
- SEND Link School Governor – Mr Paul Greenway

The Inclusion Manager, Mrs Diane Rodgerson, has achieved the National Award for SEND Coordination and is a Specialist Leader in Education. She also works as a lead SENco for the Local Authority, supporting other schools within the Local Authority to develop their SEND provision. Mrs Rodgerson is a member of the following groups:

- North Tyneside Inclusion Strategy Working Group
- Education Health and Care Plan quality assurance working group
- Wallsend Partnership of Schools Mental Health Support Group

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.
- Hearing Impairment:
 - 2 staff members qualified to Level 1 British Sign Language
 - 1 staff member qualified to Level 2 British Sign Language

Attainment and Achievement 2017-18:

In 2017-18 children with SEN achieved:

Year 1 Phonics – SEN support children achieved 45% compared to 51% in the Local Authority and 44% nationally. 81% of ALL pupils in North Tyneside achieved the threshold level.

Year 2 KS 1 SATS –

In reading – SEN support children achieving expected standard or above was 0% compared to 34% in the Local Authority and 30% nationally. However, 60% of pupils made expected progress and 20% of pupils made more than expected progress over the year.

In writing – SEN support children achieving expected standard or above was 0% compared to 28% in the Local Authority and 22% nationally. However, 70% of pupils made expected progress over the year.

In Maths – SEN support children achieving expected standard or above was 33% compared to 39% in the Local Authority and 33% nationally. However, 50% of pupils made expected progress and 30% of pupils made more than expected progress over the year.

Year 6 KS2 SATS – combined reading, writing and maths – SEN support children achieved 45% (expected standard or above) compared to 21% in the Local Authority and 21% nationally. 9% of pupils achieved greater depth in Reading, writing and maths combined.

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

Denbigh community Primary school works in partnership with families in order to support their pupils both in and outside school.

- We believe that a collaborative approach is key and when we work together with families, we can make achievement possible. The Denbigh parent/Carer panel is developing and families of pupils on the SEND register have accessed training and are beginning to contribute to the school provision planning.
- 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.

- 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.
- Person Centred Annual Reviews of Education Health and Care Plans are carried out at Denbigh Community Primary 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.
- 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.
- Our interventions are monitored through a new electronic provision map.

What parents say:

“My child has made a lot of progress since starting her Dyslexia programme. I am delighted that she passed her SATs this year and achieved greater depth in reading, which is testament to the support the school have given her. The School and her support helper have been brilliant.”
(Year 6 Parent, July 2018)

“The school has listened to me and given my child some help in class.”
(Year 1 parent, June 2018)

“The school has done everything they can for my child. He is happy to come to school now and I am very happy with the support he is getting.”
(Year 3 parent, November 2017)

What pupils say:

“I like working with my teaching Assistant on my programme. I think it is really helping me to improve. I put my hand up in lessons now and it has made me more confident”
(Year 4 child, October 2018)

What OFSTED says:

“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)

D Rodgerson - October 2018