



# SEND Information Report Autumn 2021

## **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:**

“Our child has made amazing progress since they were diagnosed with ADHD at the end of November 2019. They have gone from lower levels in class to one of the top achievers. School supports them and gives them lots of encouragement and has dealt with the pandemic and home learning really well.”  
(Parents of KS2 child, October 2021)

## **What pupils say:**

“My helper is great. She sits next to me and helps me a lot with my work and helps me plan what to do. I like school much better now.” Child with EHCP, September 2021.

## **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)

## **Annual report – for the academic year 2020-2021**

Denbigh Community Primary School is a large primary school with a higher than average percentage of children classified as having SEND support compared to other schools (14.9% compared to 12.2% nationally\*\*).

The number of children with an Education Health and Care Plan (EHCP) at Denbigh Community Primary School (1.8%) is lower than the National Average\*\* (3.7%).

14% of children receiving Pupil Premium and /or Free School Meals are also on the School’s SEND register.

31% of pupils on the School’s SEND register also receive Pupil Premium and /or Free School Meals.

*\*\*Special Educational Needs in England (Academic Year 2020-2021)  
Office of National Statistics- 24 June 2021*

## **The Inclusion Team:**

- Equality, Inclusion and Intervention Manager – Mrs. D. Rodgeron

- Pastoral Lead (EWO/ Parent links) – Mrs. J. Young
- Pastoral Lead/ Lead Thrive Practitioner – Mrs. K. Bird
- Thrive Practitioner – Miss. L. Storey
- EYFS Intervention – Mrs. J. Plant
- KS1 Intervention – Mrs J. Dodds
- KS2 Intervention – Mrs. S. Clennell
- KS2 Intervention – Mrs. E. Hutchinson-Smith
- KS2 Intervention – Mrs T. Crosby
- EYIF funded Special Support Assistant –
- R Special Support Assistant (EHCP) – Mrs. S. Barnard
- Y1 Special Support Assistant (EHCP) – Mrs. S. Carr
- Y2 Special Support Assistant (EHCP) – Mrs. S. Betham
- Y3 Special Support Assistant (EHCP) – Miss. R. Clarke
- Y3 Special Support Assistant (EHCP) – Mrs. D. Robinson
- Y4 Special Support Assistant (EHCP) – Miss E. Peterson
- Y6 Special Support Assistant (EHCP) – Mrs M. Adamson
- SEND Link School Governor - Rev. S. McCormack

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

The school offers additional expertise in:

- Dyslexia
  - Dyslexia Friendly School Award (June 2019)
  - 1 member of staff has achieved OCN – Skills for Supporting Pupils with Dyslexia
- Speech, Language and Communication needs
  - 7 trained staff (ELKLAN award for 5-11 year olds)
  - 2 trained staff BSL (British Sign Language) Level 1
  - 1 staff trained in Makaton

#### **Attainment and Achievement 2018-19:**

**\*\*\* Due to COVID 19 Lockdown, there is no data for the year 2019-2020**

**In 2018-19 children with SEN achieved:** (Data Pack September 2019)

- **Year 1 Phonics** – SEN support children achieved 43% compared to 47% in the Local Authority and 43% nationally. Performance of the school is in line with Local Authority and National counterparts.
- **Year 2 KS 1 SATS** –
  - Combined RWM – SEN support children achieved 22% compared with 27% in the Local Authority and 19% Nationally. The performance of the school is in line with National counterparts.
  - In reading – SEN support children achieving expected standard or above was 44% compared to 36% in the Local Authority and 30%

nationally. The school outperformed the Local Authority and National counterparts.

- o In writing – SEN support children achieving expected standard or above was 22% compared to 29% in the Local Authority and 22% nationally. The performance of the school is in line with National counterparts. The school outperformed the Local Authority counterparts.
- o In Maths – SEN support children achieving expected standard or above was 67% compared to 41% in the Local Authority and 33% Nationally. The school significantly outperformed the Local Authority and National counterparts.

- **Year 6 KS2 SATS –**

- o Combined reading, writing and maths – SEN support children achieved 38% (expected standard or above) compared to 26% in the Local Authority and 22% Nationally. The school significantly outperformed the Local Authority and National counterparts.
- o Reading and maths results for pupils with SEND were particularly strong and writing was in line with Local Authority and National counterparts

**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.

- Inclusion means children with SEND are included as fully as possible in all areas of school life including all trips and residential visits.
- The school embraces a 'graduated approach' to identifying pupils with Additional Educational Needs.
- The school uses SEN support plans to identify long-term outcomes for pupils. Skills needed to achieve these outcomes are identified and monitored through the use of individual education Plans on a termly basis. This offers children, parents and staff the chance to collaborate to create outcomes and targets.
- 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 take place 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.
- When we required additional advice, referrals are made to outside agencies to support the work carried out in school.
- Person Centred Annual Reviews of Education Health and Care Plans are carried out at Denbigh Community Primary School.
- 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 an electronic provision map.

**What parents say:**

“The school has given me and my child a lot of support and have responded quickly and efficiently to any reports they have received or queries I have had. He is happy at school and is making good progress because of the excellent support that he has received. He has always had what he has needed..” (Parent of Year 5 child, October 2021)

“I moved my child to this school because of their reputation and since then the school has worked tirelessly with me to support my child. He is happy and making progress”  
(Year 4 parent, July 2020)

“Thank you for everything that you have done for our boys. I don’t think that you will ever know the impact that the school’s support has made to our family.”  
(Parent of Y4 and Y2 children, September 2020)

**What pupils say:**

“I like working with my Teaching Assistant on my programme. She makes the things clearer for me. She helps me a lot when I get stuck. In class my toolkit helps me to remind myself of my sounds when I am spelling. I have got a lot better at spelling and reading.”  
(Year 5 child, October 2021)

“I like my dyslexia support because now when I write stuff down it is easier to spell. When I do my work with her, it is fun and it helps me to remember my sounds. I think that I am a much better reader now.” (Year 4 child, October 2021)

**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 2021