



SEND Information Report Autumn 2022

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:

“I travel from out of catchment because the school offers amazing support for my child. I do not believe that my child would have achieved what they have or be the person that they have become at another school. Denbigh has given them an amazing foundation to build on. (Parent of child in Upper KS2, October 2022)

The school’s provision for my child is absolutely brilliant and way beyond my expectation. I didn’t realise that we could get this far compared to a year ago (at another school). The school has been 100% behind my child and myself. My child is so happy with the school and loves coming to school to learn. (Parent of child in Lower KS2, July 2022)

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 2022)

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 an 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 (16.4%, 75 pupils, compared to 12.6% nationally**).

The number of children with an Education Health and Care Plan (EHCP) at Denbigh Community Primary School (2.6%) is lower than the National Average** (4.0%).

17% of children receiving Pupil Premium and /or Free School Meals are also on the School’s SEND register.

43% of pupils on the School's SEND register also receive Pupil Premium and /or Free School Meals.

***Special Educational Needs in England (Academic Year 2021-2022) Office of National Statistics- 16 June 2022*

The Inclusion Team:

- Equality, Inclusion and Intervention Manager
- Pastoral Lead (EWO/ Parent links)
- Pastoral Lead/ Lead Thrive Practitioner
- 3 Thrive Practitioners
- EYFS Intervention
- KS1 Intervention
- KS1/KS2 Intervention
- KS2 Intervention
- KS2 Intervention
- 2 Special Support Assistant (EYIF)
- 11 Special Support Assistant (EHCP)

The Inclusion Manager, Mrs. Diane Rodgers, has achieved the National Award for SEND Coordination and is a Specialist Leader in Education.

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
 - ELKLAN Communication Friendly Setting Award - July 2022
 - 7 trained staff (ELKLAN award for 5-11 year olds)
 - 2 staff trained to Level 4
 - 2 trained staff BSL (British Sign Language) Level 1
 - 1 staff trained in Makaton
- Social, Emotional and Mental Health
 - The school is a Thrive school.
 - 1 staff member trained counsellor (Level 3)
 - Access to the North Tyneside Mental Health Support Team

Attainment and Achievement 2021-2022:

In 2021-2022 children with SEN achieved: (North Tyneside Data Pack October 2022)

- **Year 1 Phonics** –
 - 43% of SEN support children achieved the required standard compared to 43% in the Local Authority and 38% nationally.

Performance of children in school with SEND was in line with their Local Authority counterparts and above the performance of their National counterparts.

- **Year 2 KS 1 SATS –**

- Combined RWM – 29% of SEN support children achieved the required standard or above for combined Reading, Writing and Maths compared to 19% in the Local Authority and 15% nationally. The performance of the children with SEND in school was **above** the performance of the Local Authority and National counterparts.
- In Reading – SEN support children achieving expected standard or above was 43% compared to 28% in the Local Authority and 26% nationally. The school outperformed the Local Authority and National counterparts.
- In Writing – SEN support children achieving expected standard or above was 29% compared to 21% in the Local Authority and 17% nationally. The school outperformed the Local Authority and National counterparts.
- In Maths – SEN support children achieving expected standard or above was 43% compared to 35% in the Local Authority and 29% Nationally. The school outperformed the Local Authority and National counterparts.

- **Year 6 KS2 SATS –**

- Combined RWM – 29% of SEN support children achieved the required standard or above for combined Reading, Writing and Maths compared to 18% in the Local Authority and 18% nationally. The performance of the children with SEND in school was **above** the performance of the Local Authority and National counterparts.
- In Reading – SEN support children achieving expected standard or above was 43% compared to 41% in the Local Authority and 37% nationally. The school outperformed the Local Authority and National counterparts.
- In Writing – SEN support children achieving expected standard or above was 43% compared to 26% in the Local Authority and 26% nationally. The school outperformed the Local Authority and National counterparts.
- In Maths – SEN support children achieving expected standard or above was 71% compared to 35% in the Local Authority and 34% Nationally. The school outperformed the Local Authority and National counterparts.

Overall, children identified as having additional needs (SEND) at Denbigh Community Primary School receive an outstanding education and outperform their Local Authority and National counterparts in all areas.

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 child in KS1, 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. My child is happy and making progress"
(Parent of child in LKS2, 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 KS1 and LSK2 children, September 2020).

What pupils say:

“I like working with my Teaching Assistant on my programme. She makes 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)

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