



## Denbigh Community Primary School SEND Information Report for Pupils with Special Educational Needs and / or Disabilities (Our Local Offer)

**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 Report for Pupils with Special Educational Needs and/or Disabilities*' lets you understand how we support pupils with Special Educational Needs and Disabilities through our **Local Offer**.

We have an Early Years SENDCo - Julie Newby and a Key Stage 1 and 2 SENDCo - Kirsty Bird

The school offers additional expertise in:

- Dyslexia
  - Dyslexia Friendly School Award (July 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
  - 1 trained staff in 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 4)
  - Access to the North Tyneside Mental Health Support Team

- 3 staff members are Mental Health First Aid Trained.
- 5 staff members trained in Mental Health First Aid Awareness
- 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:

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

### **Note**

Parents and carers are free to seek help or advice from anyone they 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](mailto:sendiass@northtyneside.gov.uk)

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

### **North Tyneside Local Authority Local Offer**

The local Authority is also required to publish its 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 either the Early Years SENDCo - Julie Newby or the Key Stage 1 and 2 SENDCo - Kirsty Bird, 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)?**

### **Early Years SENDCo - Julie Newby or Key Stage 1 and 2 SENDCo - Kirsty Bird**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - o involved in supporting your child's learning
  - o kept informed about the support your child is getting
  - o involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like

targeted work, additional support) and letting the appropriate SENDCo know as necessary.

- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Headteacher – Mr Mark Holt**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Academy Education Board (AEB) is regularly updated about any issues in the school relating to SEND, including the progress that pupils with SEND are making in school.

### **SEN Governor – Rev Sue McCormack**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## **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 relevant SENDCo 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 a 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 in a smaller group of children.**

This group, often called Intervention groups by schools, may be

- Delivered in the classroom or outside.
- Delivered 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**

This means that your child has been identified by the class teacher/ SENDCo 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**

This means that your child has been identified by the class teacher/SENDCo 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), the North Tyneside Dyslexia Team (NTDT), the Language and Communication Team (LCT) or the Education Psychology Service (EPS)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Child and Adolescent Mental Health Service (CAMHS) or the Occupational Therapy Team (OT).

For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCO (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 North Tyneside Dyslexia 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), the North Tyneside Dyslexia Team (NTDT), the Language and Communication Team (LCT) or the education Psychology Service (EPS)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Child and Adolescent Mental Health Service (CAMHS) or the Occupational Therapy Team (OT)

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 start 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 and giving their advice to be included on the ECH Plan. 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.
- An 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 or it may mean that your child will attend an alternative provision (school).

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 school SENDCo 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 SENDCo 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
  - 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:

- 1 Early Years SENDCo and 1 Key Stage 1 and 2 SENDCo
- 2 Pastoral Leads
- 6 Thrive Practitioners
- 14 Teaching Assistants

### Partly funded through EHCP or LEAPS funding:

- 11 Learning Support Assistants

### Staff at have a range of qualifications and experience:

- 7 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
- 6 Members of staff are THRIVE trained.
- 1 member of staff is a trained Counselor (Level 4)



- 1 members of staff trained in BSL (British Sign Language) Level 1
- 1 member of staff trained in Makaton

Paid for centrally by the Local Authority but delivered in school:

- Sensory Service for children with visual or hearing needs
- North Tyneside Dyslexia Team, NTDT - Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia.
- Language and Communication. Team, LCT, - Assessment, advice and resources for children with communication difficulties, especially Developmental Language Disorder and Autism Spectrum Disorder.
- Education Psychology Service, EPS, Assessment, advice and resources for children with learning difficulties.
- Speech and Language Therapy, SALT - Assessment, advice and resources for younger children with speech difficulties. (Provided by Health Service 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
- Children's Occupation Therapy Service, OT, - Assessment, advice and resources for children with gross or fine motor skills difficulties, including handwriting.
- 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 SENDCo'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, NTDT.

### **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 attainment and progress are measured.
- 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 either an IEP or IBP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review (6 monthly if the child is under 5) with all adults involved with the child's education.
- The School SENDCo 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 a child with 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 SENDCo 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.
- IEPs 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.
- SENDIASS for support and advice
- North Tyneside Parent Carer Partnership

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

- The building is on one level and is accessible to children with physical disabilities 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 SENDCo 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 IEPs will be shared with the new teacher.
  - Visuals and/or social stories may be used to help support your child if needed.
- In Year 6:
  - The SENDCo and year 6 teachers meet with the SENDCo of your child's secondary school to discuss the specific needs of your child.
  - Secondary schools provide specialist sessions 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 Early Years SENDCo - Julie Newby or Key Stage 1 and 2 SENDCO - Kirsty Bird via the school office.

**Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities**

	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Autistic Spectrum Disorders</li> <li>● Speech, Language and Communication Needs</li> <li>● Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Visual timetables</li> <li>● Areas of low distraction</li> <li>● Sensory room and garden.</li> <li>● Support / supervision at unstructured times of the day.</li> <li>● Social skills programme / support including strategies to enhance self-esteem.</li> <li>● The school runs Nurture groups with trained Thrive practitioners.</li> <li>● Small group work to improve skills.</li> <li>● ICT is used to support learning where appropriate.</li> <li>● Strategies / programmes to support speech and language development.</li> <li>● Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>● Where appropriate we will use support and advice from other professionals to meet the needs of pupils.</li> <li>● Planning, assessment and review.</li> <li>● Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● Differentiated curriculum and resources</li> </ul>

	<ul style="list-style-type: none"> <li>● Access to Sensory Corridor for movement breaks to aid concentration</li> <li>● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Specific Learning Difficulties</li> <li>● Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies to promote/develop literacy and numeracy.</li> <li>● Provision to support access to the curriculum and to develop independent learning.</li> <li>● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>● ICT is used to reduce barriers to learning where possible.</li> <li>● I pads are available to all students.</li> <li>● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>● Planning, assessment and review.</li> <li>● Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>● Differentiated curriculum and resources</li> <li>● Access to Sensory Corridor for movement breaks to aid concentration</li> <li>● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc</li> </ul>

<p><b>Social, Emotional and Mental Health Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Behavioural needs</li> <li>● Social need</li> <li>● Mental health needs</li> <li>● Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● The school ethos values all pupils.</li> <li>● Behaviour management systems encourage pupils to make positive decisions about behavioural choices through our Relational &amp; Character Development Policy</li> <li>● The school has a dedicated Pastoral Leads.</li> <li>● The school runs Thrive groups with trained Thrive practitioners.</li> <li>● The school's Relational &amp; Character Development Policy identifies where reasonable adjustments can be made to minimise the need for exclusions.</li> <li>● Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>● The school provides effective pastoral care for all pupils.</li> <li>● Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>● Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>● Outdoor learning is used to offer a different approach to the curriculum.</li> <li>● Information and support is available within school for behavioural, emotional and social needs.</li> <li>● Access to Sensory Corridor for movement breaks to aid concentration</li> <li>● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc</li> </ul>
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	<ul style="list-style-type: none"> <li>• Zones of Regulation is used to teach emotional literacy.</li> </ul>
<p><b>Sensory and/or Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Ipads are available to all students.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. <ul style="list-style-type: none"> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li> </ul> </li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The SENDCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• A proportion of our classrooms have a sound field fitted.</li> <li>• The school has disabled toilets / facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>● Access to Sensory Corridor for movement breaks to aid concentration</li> <li>● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc.</li> <li>● Access to Sensory Corridor for movement breaks and planned sensory diet input to support sensory integration.</li> </ul>
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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 relevant SENDCo.

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**

Parents and carers are free to seek help or advice from anyone they 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](mailto:sendiass@northtyneside.gov.uk)

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**North Tyneside Local Authority Local Offer**

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### **Arrangements for handling complaints**

If parents and carers wish to make a complaint about the support the school provides for their child they must follow the school complaints procedures.

<https://denbighps.org.uk/wp-content/uploads/sites/5/2024/05/COMPLAINTS-POLICY.docx.pdf>