Centurion
MULTI-ACADEMY TRUST

DENBIGH COMMUNITY PRIMARY SCHOOL

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

(Our Local Offer)

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Our school's approach to supporting pupils with SEND

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

Our school's SEND information sheet lets you understand how we support pupils with special educational needs and disabilities. The Inclusion Managers (Mrs Newby EYFS/KS1 and Mrs Bird KS1/KS2) believe in positive intervention –removing barriers to learning, raising expectations and levels of achievement, and working in partnership with other agencies to provide a positive educational experience for all our pupils, including those with a special educational need and/or disability.

Catering for different kinds of SEND

Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities	
Communication and Interaction Needs:	Support Available Within School
e.g. ● Autistic Spectrum Disorders ● Speech, Language and Communication Needs ● Social communication difficulties	● Visual timetables ● Areas of low distraction ● Sensory room and garden ● Support / supervision at unstructured times of the day ● Social skills programme / support including strategies to enhance self-esteem ● The school runs Nurture groups with trained Thrive practitioners. ● 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 professionals 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 needs of the pupil. ● Teaching resources are routinely evaluated to ensure they are accessible to all pupils. ● Differentiated curriculum and resources ● Access to Sensory Corridor for movement breaks to aid concentration

	• Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc • Regulation Room

Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities	
Cognition and Learning Needs:	Support Available Within School
e.g. ● Specific Learning Difficulties ● Moderate Learning Difficulties	• Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • 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 school's 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 needs of the pupil. • Differentiated curriculum and resources • Access to Sensory Corridor for movement breaks to aid concentration • Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc

Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities	
Social, Emotional and Mental Health Needs:	Support Available Within School
e.g. ● Behavioural needs ● Social need ● Mental health needs ● Emotional Health and Wellbeing	● The school ethos values all pupils. ● Behaviour management systems encourage pupils to make positive decisions about behavioural choices through our Relational & Character Development Policy ● A dedicated Pastoral Hub to meet the needs of all pupils. ● The school is a Thrive School of Excellence and delivers Thrive groups with trained Thrive practitioners. ● The school's Relational & Character Development Policy identifies where reasonable adjustments 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 all activities. ● 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 are available within school for behavioural, emotional and social needs. ● Access to Sensory Corridor for movement breaks to aid concentration ● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc ● Zones of Regulation is used to teach emotional literacy. ● Access to a regulation room equipped with resources to meet the child's need during periods of dysregulation.

Denbigh Community Primary School entitlement offer to pupils with Special Educational Needs or Disabilities	
Sensory and/or Physical Needs:	Support Available Within School
e.g. ● Hearing/Visual Impairment ● Multi-sensory impairment ● Physical and Medical Needs	● Support and advice is sought from outside agencies to support pupils where appropriate. ● ICT is used to increase access to the curriculum. ● iPads 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 administration policy. ● The SENDCo 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. ● Access to Sensory Corridor for movement breaks to aid concentration ● Sensory Aids e.g. ear defenders, wobble cushions, fidgets, resistance bands etc. ● Access to Sensory Corridor and Regulation Room for movement breaks and planned sensory diet input to support sensory integration.

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 receive 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 Teacher /Learning Support Assistant 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 you 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 o 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.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Mrs White	Thrive	Thrive Practitioner Qualification (Primary)
Mrs Wallace	Thrive	Thrive Practitioner Qualification (Primary)
Mrs Robinson	Thrive	Thrive Practitioner Qualification (Primary)
Mr Platts	Thrive	Thrive Practitioner Qualification (Primary)
Mrs Bird	Thrive Person Centred Counselling	Thrive Practitioner Qualification (Primary) Level 4 Counselling
Miss Phillips	ORACY/ ELKLAN	ELKAN Level 3
Mrs Newby	ELKLAN	ELKAN Level 3

The SENCO

Name of SENCO	Email address	Phone number
Mrs Newby (NPQ Leader SEN Coordinators)	inclusion@denbighps.org.uk	01912622509
Mrs Bird	inclusion@denbighps.org.uk	01912622509

Securing and deploying expertise

The school offers additional expertise in:

- Dyslexia: Denbigh Community Primary holds the Dyslexia Friendly School Award
- 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 trained staff in MAKATON
- Social And Emotional Mental Health
    - Thrive School of Excellence
    - Five Staff Trained as Thrive Practitioners
    - Four Staff Trained as Mental Health First Aiders
    - Four Staff Trained in Mental Health Awareness
    - Three Staff Trained in Supervision
    - Person Centred Counselling

Equipment and facilities

- Single level building complete fully accessible including entrance/ exits/ rooms/ corridors and toilets
- Regulation corridors and rooms complete with resources and equipment to regulate pupils (Alerting, Organising and Calming)
- Fully inclusive classrooms to meet children's needs inclusive of but not limited to weighted blankets, ear defenders, resistance bands, wobble cushions, fidget toys.

Identifying and assessing pupils with SEND

Denbigh will closely monitor your child throughout their time at Denbigh. If 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 Teacher/ Learning Support Assistant 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.

Consulting with pupils and parents

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.
- Individual Education Plans 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.
- We will signpost parents to SENDIASS for support and advice regarding your child's SEND needs and the North Tyneside Parent Carer Partnership
- 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.
- 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.
- Pupil voice is taken during the creation of Individual Education Plans and Education Health Care Plans and Early Health Assessments.

Involving key stakeholders

Denbigh works closely with other bodies, including health and social care bodies, LA support services and voluntary sector organisations, to support pupils' needs and their families. Please see below a list of the agencies that the school works with.

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

Progressing towards outcomes:

- 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 Key Stage 2 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.

Transition support:

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 and 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.

Teaching approach:

[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.

● 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.

Adaptations to the learning environment and inclusive activties:

● 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

● The school participates in inclusive sporting activities for children with SEND, including but not limited to, tennis, bowling, boccia and football

Supporting emotional and social development

Denbigh Community Primary is a Thrive School of Excellence. We support pupils emotional and social development through:

Thrive Intervention

Denbigh Character Development

Pupil Voice to enhance a nurturing environment

Inclusive Classrooms

Robust PSHE curriculum

Collaboration with CONNECT Mental Health Team to deliver a curriculum and work with individual pupils.

Assemblies and Circle time to raise awareness of emotional and social growth.

Policies (Child Friendly) to address safeguarding E.g. Anti Bullying , Online Safety

Evaluating effectiveness

Denbigh is a highly reflective school particularly when it comes to evaluating our effectiveness in supporting the progress made by pupils with SEND. This includes the following strategies:

Termly Pupil Progress Meetings

SEND Audits

SEND Learning Walks

SEND Outcomes Review

SEND Implementation Log

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 – please see the link below.

https://www.centurionmat.org.uk/wp-content/uploads/sites/3/2025/04/COMPLAINTS-POLICY-V2.docx-1.pdf

Local Offer:

North Tyneside Local Authority Local Offer for child and young people with Special educational Needs and Disabilities. The information can be found by following this link: SEND Local offer | North Tyneside Council

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 inclusion@denbighps.org.uk

Additional support:

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 . SENDIASS | North Tyneside Council Email: sendiass@northtyneside.gov.uk