Danson Primary School

SEN Information Report

October 2022

SEN Information Report

School Name: Danson Primary School
School Type: Maintained School (three form entry)

1. How accessible is the school environment?

Danson Primary School has a new building and original building. There are varying levels of accessibility dependent on the level of need. As a school we are happy to discuss individual access requirements.

New Build

- Fully wheelchair accessible with lift to upper level and disabled toilet
- There is a disabled parking bay
- There are double doors strategically placed around the building to allow wheelchair access

Original building

- On a variety of levels with steps.

The school is seeking advice and support from the Local Authority in creating a phased plan towards making the school fully accessible.

Breakfast/After School Club/Nursery

- Fully accessible with ramps and disabled toilet.

2. How are children identified as having Special Educational Needs (SEN)?

At Danson children are identified as having SEN in a variety of ways:

- Concerns may be raised by parents/carers, teachers or the pupil's previous school;
- Whole school tracking of attainment is used to highlight lack of expected levels of progress or a child performing well below age related expectations;
- Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress and attainment of the pupils in their class. This shared discussion may highlight any potential problems;
- Information received from outside agencies and pre-schools;
- Changes in a child's behaviour or self-esteem is impacting on learning;
- Screening or intervention monitoring is also used to indicate gaps in knowledge and/or skills.

3. How are parents/ carers supported if they think that their child has SEN?

At Danson, parents have a good relationship with staff and are always encouraged to speak to their child's class teacher if there are any concerns. If there are further concerns parents/carers are referred to the SENCO/Inclusion Manager - Miss Herdecka.

The process:

1) Speak to the class teacher. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
2) If necessary, the class teacher will refer to the SENCO/Inclusion Manager.
3) Meet SENCO/Inclusion Manager, your child's needs will be discussed and recorded.
4) SENCO/Inclusion Manager will work with your child and their class teacher to identify area of need and decide on next steps to support your child.
5) Additional support will be given to your child if necessary. This may be additional support from the Class Teacher, Class Teaching Assistant, Teaching Assistant responsible for leading specific interventions such as Speech and Language, Reading, Writing, Maths, Physical development, Hearing Impairment.
6) Review of provision and progress the child made with class teacher three times yearly for a child identified as SEN support.
7) If a child is not making expected progress further observations and assessments will be carried out to refine provision.
8) SENCO/Inclusion Manager will make an appointment with parents to discuss the involvement of outside agencies if concerns about progress persist.
9) Outside agency involvement may lead to assessment and a new provision set.
10) If concerns about progress persist in spite of provisions made, a meeting will be set up to discuss an assessment for an Education Health Care Plan.

4. How are parents/ carers kept informed about the support the school has put in place?

Each child's education will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective provision in place. This SEN support will take the form of a four-part cycle of assess-plan-do-review through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

Any decisions about putting in or adjusting provision for a pupil are shared and discussed with parents/carers by the class teacher or SENCO/Inclusion Manager. If you have any queries related to the provisions made for you child, please do not hesitate to contact the class teacher in the first instance.

Any provisions put in place are recorded on the school provision map. If a child is identified as having SEND, a SEND Pupil Passport - a one-page individual profile that summarises pupil's strengths and needs and details strategies/resources used to meet those needs - is created in collaboration with the pupil and parents/carers. The Passport is regularly reviewed as part of parents' meetings with the class teacher and / or SENCO/Inclusion Manager.

Occasionally a child may need more expert support from an outside agency such as an Educational Psychologist, Paediatrician, Speech and Language Therapist. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCO/Inclusion Manager has a termly meeting with the SEND governor, who monitors SEN, Safeguarding and Child Protection to ensure that policies and procedures are followed.

5. How is the curriculum adapted and matched to children's needs?

When a child has been identified with special educational needs their work will be adapted by the class teacher to enable them to access the curriculum more easily. Teaching Assistants may be allocated to work with the child in a 1:1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips, easy to use scissors or coloured overlays for reading.

The class teacher works with all children in his/her class. The class teacher or the SENCO/Inclusion Manager will plan the work of the Teaching Assistants. Support staff receive internal or external training for interventions and understanding areas of need.

6. How is progress measured?

If your child is on the SEN register additional support will be identified on the Class Provision Map, where targets for any interventions will be recorded. The targets are set by the class teacher and SENCO/Inclusion Manager working alongside parents. They are reviewed termly (three times each year).

The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed supported by home and school.

If your child has complex SEND they may have an Education Health Care Plan, which means that a formal meeting will take place yearly with you and all agencies involved to discuss your child's progress and a report will be written**.**

The progress and attainment of all pupils identified on the SEN register is tracked termly and used to inform the provision planning for the following term and next steps.

7. How are parents/ carers kept informed about their child's progress?

As a school we measure children's progress in learning against national expectations and age-related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

As a school, we track children's progress from entry at Nursery through to Year 6 termly. Children who are not making expected progress are picked up through Pupil Progress meetings with the class teacher and Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and additional support is recommended you will be informed.

When a child's progress is reviewed comments are made against each area of need and to show what progress the child has made. If the child has not made expected progress, the reasons for this will be discussed, then the learning may be broken down into smaller steps or a different approach tried.

8. How are parents/ carers helped to support their child's learning?

At Danson we like to maintain regular contact with parents about the things that happen in school. We do this in a variety of ways including:

- School weekly Newsletter
- Reading Journal sent home daily
- Class page on school website updated termly
- Home/School books for individual children may be used on the advice of the SENCO where required
- Parent workshops for how to support your child in reading, writing, maths and phonics
- Parent questionnaires.

9. How are wellbeing, personal and medical needs supported in school?

We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who wish to work in partnership with parents and children.

Your child's class teacher is the first person to contact with concerns about your child's overall wellbeing. If further support is needed the class teacher will liaise with the SENCO who may offer advice/ support and put a plan of action into place. This may involve therapeutic work or support from a teaching assistant.

Children with medical needs

If a child has a medical need then a Medical Care Plan is compiled by the Office Manager in consultation with parents/carers and the school nurse or other relevant health professional. This is discussed with all staff who are involved with the child.

We have fully trained first aiders in all Key Stages, Midday supervision and for Breakfast and After School Club.

If your child has a medical condition that requires medication, a meeting will be held with parents/carers, Office Manager, designated staff members and first aider to explain our

Medical Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

Behaviour

At Danson we have a very positive approach with clear rewards and sanctions that are followed by all staff and pupils in line with our Behaviour Policy.
Staff have received Team Teach Positive Handling training.

If a child has behavioural needs an Individual Behaviour Plan may be written alongside the child, teacher and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect children to reflect on their behaviour with a member of staff, sometimes completing a reflection sheet. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. The staff member will liaise with the Senior Leadership Team.

Attendance

Attendance of every child is monitored on a daily basis by the Office Team. Lateness and absence are recorded and reported to the Head Teacher.

Good attendance is rewarded termly in a celebration assembly with special certificates.

Where families are struggling with attendance and punctuality we may refer parents to FastTrack who will offer advice and strategies to get their children into school on time.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons
- There is a School Council, Eco Council, Sports Council, House Captains and Pupil Leadership Group at Danson to share pupil voice. Meetings occur every half term where issues or viewpoints are discussed.
- Children with social, emotional and behavioural needs set their behaviour targets with their class teacher and the SENCO/Inclusion Manager.
- Children can speak to members of staff if they have worries or concerns and there are also worry boxes in every class which are regularly checked by the class teacher and acted upon.
- Children are encouraged to participate in progress meetings held between class teacher, parents/carers and SENCO/Inclusion Manager.

- In some cases outside agencies will meet with pupils in addition to parents/carers to offer feedback following assessments.
- Pupils complete Reflection Sheets termly as part of a whole school approach to Pupil Voice.
- Children with an Education Health Care Plan will have their views sought before review meetings.
- Children complete questionnaires about their class and their feelings twice yearly.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Bexley Early Intervention Team
- Educational Psychologist
- Child & Adolescent Mental Health Service (CAMHS)
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Education Welfare Officers
- Autism Outreach Team
- Play therapists

An Educational Psychologist is allocated to each school. Involvement is through referral to the Early Intervention Team. An Educational Psychologist would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the provisions previously put in place for them over time. The Educational Psychologist will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

12. What training do staff receive?

The SENCO holds the National Award in SEN Coordination from University College London alongside training in a wide range of additional needs including: Autistic Spectrum Disorder, Speech Language and Communication, Social and Emotional Aspects of Learning – including supporting Mental Health in Schools, HBT bullying and Lego Therapy, Selective Mutism, Sensory Processing Needs and Nurture sessions.

All staff receive some training related to SEND delivered by the SENCO/Inclusion Manager or outside agencies.

All staff have Safeguarding training and some of staff have been trained in Team Teach Positive Handling.

We also have Teaching assistants trained in delivering specific interventions or support:

- Speech and Language: NELI, BLAST, Talkboost, delivery of 1:1 speech and language programmes, Speaking and Listening Through Narrative, Oral to Written Narrative.
- Early Reading/ Writing skills: Reading Recovery
- Writing: Write Away
- TeamTeach Positive Handling
- Autism Spectrum Disorder
- Lego Therapy
- Drawing and Talking Therapy
- Memory Magic

Our class based Teaching Assistants work closely with specialist support services e.g. Autism Outreach, Speech and Language Therapy Service, Occupational Therapy service, Social Emotional and Mental Health Specialist, Hearing Impairment Service, in order to support and remove barriers to learning for children identified with SEN.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at Danson Primary School.

Risk assessments are carried out and procedures are put in place to enable **all** children to participate. Parents/carers will be involved in the process were a child has more complex needs.

If an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

14. How are children supported when changing schools or transferring to other education?

Early Years

SENCO/Inclusion Manager attends transition meetings with preschools to share information. A visit to preschool settings by the Early Years Foundation Stage Leader and SENCO/Inclusion Manager is arranged during the term prior to entry where SEN has already been identified for a pupil. All new children visit the school prior to starting when they will meet the Head Teacher, Early Years Team and SENCO to have a welcome meeting and be shown around the school. This can be in addition to the visits arranged for all pupils as part of the Transition. For pupils with an EHCP a transition meeting will be arranged at the school.

End of Key stage 2

SENCO/Inclusion Manager attends transition meetings with Secondary SENCOs/Inclusion Managers to share information.

A transition project is completed in the summer term with children who have additional needs to prepare them for transfer to new schools. Secondary SENCOs/Inclusion Managers visit Danson and meet with pupils and class teachers. For more vulnerable pupils we arrange additional visits to the new school.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

15. How are resources matched to children's needs?

We ensure that the needs of all children are met to the best of the school's ability with the funds available.

We have a team of Teaching Assistants who are funded from the SEND budget. They support pupils in class and deliver programmes designed to meet groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

16. How do the school decide how much support is provided?

Different children will require different levels of support in order to bridge the gap to achieve age-related expectations.

The class teacher alongside the SENCO/Inclusion Manager and Senior Leadership Team will discuss the child's needs and what support would be appropriate. There will be regular on-going discussions with parents.

Impact will be measured and evaluated by:

- Tracking progress academically against expected standards,
- Reviewing children's targets on Provision Maps and ensuring they are being met,
- Ensuring progress is being made to narrow the gap between child's level and expected level,
- Verbal feedback from the teacher, parent and pupil.

Children may move off of the SEN register when they have reached expected standard or no longer have barriers to learning.

17. How are parents and carers involved in discussions and planning?

For children with SEN, parents' views are gathered prior to Early Intervention Team meetings, ASD planning meetings and Speech and Language planning meetings and are shared by the SENCO/Inclusion Manager.

For a child identified as SEN support parents are invited to parent meetings with class teachers and/or SENCO/Inclusion Manager three times each year.

Where a child has an EHC plan, termly meetings are held with parents and yearly with other professionals to discuss targets, needs and ways forward.

Help and support for parents is included on the school website and is sent out to parents via the school's email/management information system.

All parents are provided with the opportunity to provide feedback on school life at Danson throughout the year.

18. How can parents and carers get involved in the school more generally?

We encourage parents:

- To attend Parents Evenings and Open Afternoons
- To read weekly newsletters
- To join our parents association group who organise celebrations and special events in the school
- To attend parent workshops that are available throughout the year-Core Curriculum/Positive Parenting/Online Safety etc

19. Who can parents/carers contact for further information?

First point of contact would be your child's Class Teacher to share your concerns.

Miss Herdecka our SENCO/Inclusion Manager can be contacted via the School Office on 020 8303 1858.

20. How are parents and carers supported to decide whether this is the right school for their child?

Please contact Head Teacher, Deputy Head, or SENCO/Inclusion Manager.

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please follow the School Complaints Policy. A copy is available at the school office.