



## GREAT DENHAM PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SEN INFORMATION REPORT 2017 – 2018

### Introduction

Welcome to our SEND information report, which is part of the Bedford Borough Local Offer for learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEND regulations, which can be found here:

*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251839/\\_SEND\\_Code\\_of\\_Practice\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/_SEND_Code_of_Practice_-_statutory_guidance.pdf)*

At Great Denham Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact are:

Anna Spyropoulos: SENDCo 01234266245

[anna.spyropoulos@greatdenhamprimary.beds.sch.uk](mailto:anna.spyropoulos@greatdenhamprimary.beds.sch.uk)

Denise Burgess: Headteacher 01234266245

Carole Bell: SEND governor 01234266245

If you think your child may have SEND please speak to their Class Teacher in person or contact the school office on 01234266245.

### Core offer statement

At Great Denham Primary School we are committed to the inclusion of all pupils in all areas of primary school life. Every child deserves a broad and balanced education. We have a highly inclusive culture in our school and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We value high quality teaching for all learners and monitor both teaching and learning in the school. For more information on our approach please speak to one of the teaching staff. Our school improvement plan is about improving learning for all. This includes continuing professional development for all our staff, including CPD opportunities available with other local schools. We strive to create a learning environment, which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and we continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes at least termly discussions about pupil progress amongst staff through provision mapping and is discussed on a termly basis with

governors and other professionals. Our Local Authority SEND team also closely monitors the effectiveness of our provision and we work in partnership with them to ensure that the needs of our learners are met.

### **How does Great Denham know if children/young people need extra help and what should I do if I think my child/young person may have SEND?**

At Great Denham we are all committed to supporting all our children, regardless of what their special educational need or disability might be. The Government define a child as having Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made or has a significantly greater difficulty in learning than the majority of others the same age.

The government have identified four main areas of SEND. These are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Types of special educational needs and disabilities can include:

- General Learning Difficulties – children whose learning progresses at a slower pace,
- Speech and Language Difficulties,
- Dyslexia (difficulties with reading, writing and spelling),
- Dyspraxia (problems with motor skills, organisation),
- Autism (ASD)
- ADD (Attention Deficit Disorder),
- ADHD (Attention Deficit Hyperactivity Disorder),
- Downs Syndrome,
- Cerebral Palsy,
- Other Physical or Medical Needs.

We aim for early identification of special educational needs and disabilities, so our assessment process begins as soon as a child starts our school.

Early intervention takes place by:

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concerns,
- Initial assessments when a child transfers to our school and discussions with their previous school,
- On-going formative assessments both during day to day activities and at key points throughout the school year,
- Pupil progress is reviewed in several ways, through data analysis by the Deputy Head teacher for Data and Assessment (Mrs Tracey Gourlay) the Class Teacher and the SENCO (Mrs Anna Spyropoulos)
- Through our Provision Mapping Cycle where the progress of each child is monitored. In this process the SENDCo, Assessment Lead, teachers, teaching assistants and heads of years come together to make choices about the most suitable support for individuals and who is best to provide that. They are all held accountable for the amount of progress the children in their year group are making and making the right choice for support.

If as a parent/carer you have concerns, or your child expresses concerns, please come and see your child's teacher to arrange a time to discuss further, and/or ask to speak to Mrs Spyropoulos, SENDCo.

### **How will Great Denham staff support my child?**

At Great Denham Primary School, we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

We offer the following support for children with Special Educational Needs and Disabilities:

We aim for early identification of any Special Educational Needs and Disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectations or progress is slower than expected/usual for the child, but it is felt that the child doesn't have a SEND, then appropriate intervention is planned for and specific objectives are set and monitored as the intervention is implemented.

If we suspect a child might have SEND, then we talk to the people who know the child best - the child and their parents/carers. In that initial discussion the views of the child, their parents and their Class Teacher are shared. We also discuss their opinions, the child's strengths, areas of difficulty and hopes for the future. This forms the starting point for future support planning.

We use the graduated approach detailed in the Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do, and review'.

Following the first meeting, if it is agreed appropriate, a Learning Plan (IEP) will be created for your child. These contain 2 or 3 desired outcomes, which are specific, measurable, achievable and realistic (SMART). They outline appropriate support or intervention programmes and who will be the adult responsible for their implementation. These outcomes will be reviewed at least every term with the child, their parents, Class Teacher and the SENDCo.

In class, each child's teacher will find ways to support your child to achieve these outcomes, such as:

- Changing the way activities are planned and delivered,
- Matching activities to the ability / need of each child (differentiation),
- Adapting learning materials such as equipment and activities to suit each child's needs.

If extra intervention and support is required, then your child will be supported by one of our skilled Teaching Assistants. They will work closely with the Class Teacher and SENCO to plan a programme of intervention. This intervention will be recorded on our whole-school provision map and will be regularly reviewed. Class Teachers will also discuss how you can be supporting your child at home.

We track pupil progress through:

- Everyday formative assessment which tracks pupil progress against the level descriptors for the National Curriculum,
- Analysing pupil progress data and setting appropriate targets,
- Using National Curriculum testing,
- Using tests such as reading age and spelling age tests and the year 1 phonics check,
- Gathering information from the child, parents, carers and professionals from other agencies.

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs,
- Provide advice to schools on how to best support the child,
- Suggest resources that would help the child make progress.

If your child has Special Educational Needs our SENDCo will:

- Ensure the right support is put in place for each child,
- Advise other Teachers and Teaching Assistants on how to help each child and ensure they have an up to date Learning Plan (IEP) detailing how their needs will be met in school,
- Arrange training for staff so they understand each child's needs,
- Work closely with parents/carers on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have,
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapists, medical professionals, educational psychologists.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment:

- This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.
- At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.

Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school. Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENDCo or the Parent Partnership Service will be able to advise you about this.

## **How will the curriculum be matched to my child's needs?**

For every child in our school Quality First Teaching is the most important tool in ensuring that your child makes good progress. In class, each child's teacher will be finding ways to support your child to achieve their learning targets, such as:

- Changing the way activities are planned and delivered,
- Matching activities to the ability/need of each child (differentiation),
- Adapting learning materials such as equipment and activities to suit each child's needs.

In addition to Quality First Teaching of an exciting and creative curriculum, specific interventions may be used alongside to ensure your child's key outcomes are met. These will be planned in discussion between school staff, your child and you as parents/carers. If you require more information on the interventions carried out please speak to your child's Class Teacher or Mrs Spyropoulos, SENCO.

They could include:

- Toe-by-Toe Dyslexia programme
- Numbers Count or FirstClass@Number
- Catch Up Literacy
- Catch Up Numeracy
- Third Space Maths
- Accelerated Reader
- Reading wise reading intervention
- Reading Between the Lines intervention
- Sensory Circuits
- Drama therapy with Nichola Dyer Dramatherapist
- Sessions with the Family Support Worker (Sarah Payne)
- Music Therapy
- Play Therapy
- Soundwrite Phonics
- Numicon Intervention Firm Foundation programme
- Social Groups
- Yoga Sessions
- Sensory Circuits

## **How will both the school and I know how my child is doing and how will you help me to support my child's learning?**

At Great Denham Primary School we are able to offer a wide variety of interventions that we tailor to the needs of your child. Interventions are carefully monitored in order to ensure that they have a direct impact on children's learning. Staff receive regular training and extra support is provided by a number of different agencies. At Great Denham Primary we have an open door policy so parents can come and see their child's teacher at the end of the school day or Mrs Spyropoulos, SENDCo at any time

for a brief chat or to request a meeting. Parents of children on the SEN register are kept informed about their child's targets and progress through their annual report and both formal and informal meetings with the Class Teacher.

As a minimum, Class Teachers will meet termly with parents and carers to review progress against the agreed outcomes. The SENDCo is also available for 'drop ins' during parent evenings and open days, etc. Parents can request to meet with the SENDCo at any time via the school office or through their child's teacher. Parents of children with a Statement or EHCP are invited to attend annual review meetings and are formally asked for their views.

Every year group provides a termly overview of the curriculum to support parents with home learning opportunities. In addition to this, home learning tasks and weekly challenges provide structured opportunities to support the current learning focus at home. Personalised learning activities (for example reading and spelling packs linked to phonics reinforcement, or Maths targets linked to key number skills) are practised both in school and at home. All children receive a home-school diary to facilitate communication between home and school. Liaison books are another useful way in which we develop communication for children who perhaps need more support. Additionally all staff at Great Denham are very happy to meet to discuss specific concerns or ideas for supporting your child's learning at home. We believe that education is a partnership between families and schools, and that children thrive when an open, constructive and honest relationship between us fosters lifelong learning.

### **What support will there be for my child's overall wellbeing?**

Our six key values are at the heart of our school ethos.

These are: Friendship, Respect, Excellence, Determination, Courage and Equality. All learning and behaviour is linked to these simple values that the children can articulate and understand and relate to their own choices and decisions.

All pupils contribute to reviews and hold discussions with their teacher about targets and progress. Pupils are invited to attend annual reviews, professional meetings, etc. curriculum targets and individual outcomes are written in child-friendly vocabulary and children's views are regularly sought through school and class council meetings.

As part of our curriculum offer to all pupils, we build upon good practice in PSHCE and SMSC, with all classes participating in class-based and whole-school learning opportunities based around a "Feel Good Week" and regular opportunities for P4C and British Values are incorporated into our project-based learning.

We have a qualified drama therapist and a highly experienced and trained Family Support Worker on our staff that work with individual children, families and small groups who need emotional and social support. Such support could be on going and in collaboration with other professionals (for example following a bereavement or a family separation) or short term (for example to support with a change in friendship groups or settling into a new class). It could be to give key strategies to develop anger management skills or as an opportunity for a very quiet child to 'find his/her voice'. If you feel that your child would benefit from support such as this, please do come and talk to either their teacher or Mrs Spyropoulos, our SENDCo.

## **What specialist services and expertise are available at or accessed by your setting?**

Throughout the school year the following external agencies can be called upon to support SEND pupils in our school:

- Occupational Therapy,
- Drama therapy
- Music Therapy
- Yoga
- Sensory circuits
- Physiotherapy,
- Educational Psychologist (EP),
- Speech and Language Therapist (SALT),
- Child and Adolescent Mental Health Service (CAMHS),
- CHUMs
- Locality Worker,
- Wheelchair Services,
- Behaviour Support Service (BSS),
- Parent partnership support service,
- Ethnic Minority and Traveller Achievement Service (EMTAS),
- School nurses,
- Hearing Impairment Team
- Visually Impaired Support Service,

## **What training do staff supporting children with SEND have?**

Our SENDCo Mrs Spyropoulos has 10 years experience as a Primary SENDCo and is a qualified Numbers Count Teacher. A highly experienced Inclusion Team, consisting of our Family Support Worker, Autism Specialist Teaching Assistant, EAL lead and Drama Therapist support the SENDCo in her work.

Other qualifications held within school:

- Numbers Count Qualified Teacher
- 1stClass@Number Qualified Teaching Assistant
- Numicon trained teacher
- Drama therapist
- Dyslexia intervention qualified Teaching Assistant
- British Sign Language Qualification
- Reading wise intervention
- Soundwrite Leading Teacher
- Autism Specialist Teaching Assistant
- ELKAN speech and communication course
- Triple P Parenting provider

- Sensory Circuits provider
- Catch Up Literacy and Maths Provider
- ASD extended course held by 3 members of staff
- Downs Syndrome Support in the Classroom
- Short training courses attended by key staff relating to learning needs such as ASD, ADHD and ADD, Attachment Training.

### **How will my child be included in activities outside the setting including trips out?**

All children are fully included in all aspects of school life. Residential visits are planned well in advance and discussions between parents/carers, children, school staff and venue staff ensure that opportunities provided are as inclusive as possible for all children. All our extra-curricular activities and clubs are open to all children and activities are adapted and differentiated where possible to ensure they are fully inclusive for all including for those with disabilities. We meet with professionals, parents and children to plan “reasonable adjustments” which are put in place wherever possible to ensure that children with special needs and disabilities take part in clubs, trips and residential to the fullest extent possible. We try to ensure that these steps are taken to prevent children with SEND are not treated less favourably.

### **How accessible is the setting environment?**

Our school is almost all on ground level and is fully accessible to wheelchairs. We have a drama therapy room, which is used regularly for drama therapy and groups, both by visiting practitioners and by staff following children’s personalised programmes with them. We currently have two dedicated disabled parking bays in our car park.

### **How will the setting prepare and support my child moving to the next stage of education/life? How will you increase their independence?**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, or (later on) training provider or moving in to employment. Great Denham Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Personalised support will be put in place as fits the needs of the child. Techniques such as new year group passports, working with their new 1:1 support; social skills groups; team building games can ease transition anxieties. All children spend a week in the summer term with their new teacher doing transition activities, to make the

September transition as smooth as possible. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition.

Liaison with Secondary School Partners – good links exist with our partner secondary schools. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimize the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are set up for SEND pupils where required, including a very successful programme of visits in the summer term for those children for whom parents/carers and school feel it would be beneficial, and liaison between staff at both schools.

Through our graduated approach and our ‘assess, plan, do, review’ model of working we ensure that independence is fostered alongside the need for additional support. For example, if a child needs help with writing for different purposes, intervention may include additional opportunities for shared writing, or rehearsing a particular text type with adult support, and the use of writing frames that then enable him/her to write independently by scaffolding their learning.

### **How are the setting's/school's/college's resources allocated and matched to children's special educational needs?**

Key Stage 1 classes generally have full time access to TA support and Key Stage 2 classes have access to daily support, as a basic allocation to support quality first teaching. In addition to this, TA support is allocated on a needs-led basis. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself. 1:1 TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes. For those children with a statement or Education, Health and Care Plan, any allocated TA hours are provided in addition to the identified needs of others in the class.

The purchase of resources specifically for children with SEND is needs led and in line with the budgetary policy of the school. Resources range from sloping writing boards, coloured overlays, large text books and reading schemes to ICT equipment and software.

### **How is the decision made about what type and how much support my child will receive?**

At Great Denham Primary School we use a graduated approach, in line with the SEND Code of Practice 2014, to identify challenging yet supportive outcomes for our children. Our ‘assess, plan, do, review’ model of working means that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. At all stages of your child’s education we will ensure you are kept fully informed about their progress both academically and socially. However should any one of us (Class Teachers, support staff, parents/carers and the learner themselves) notice a difficulty with learning we will discuss your child’s strengths and areas of difficulties together, and agree upon the outcomes we would all like to see as a result of any interventions. From this we will then agree which interventions are best suited and what role we can all play in the intervention. We will agree the next steps together and set a review date so that we can be sure of the timescale in which we expect to make a difference as a result of the intervention.

For all children it is about ensuring Quality First Teaching is then reinforced by personal, appropriate interventions and support, which enables the agreed outcomes to be met. Interventions are closely monitored by Class Teachers, the Senior Leadership Team (which includes the SENDCo) to ensure they are matching pupils' needs and making a positive impact.

### **How do we know these are cost effective?**

We use assessments including the PIRA (Progress in Reading) and PUMA (Progress and Understanding in Maths) and our school tracking system to ensure children are progressing from our interventions and that they are having an impact on learning. We use feedback from children, parents and teachers and other key members of staff to inform us of the progress and responses of children to different support and intervention provided. There is exit analysis from all interventions, which may include parental feedback or external assessors. Governors are involved in holding the school to account for the progress and attainment of the SEND pupils and the quality of the provision. Value for money is ensured and the SEN budget is planned and spent with due regard for the impact and outcomes of the expenditure.

### **How can I be involved?**

On a day-to-day level, parents/carers are encouraged to be actively involved in their child's learning, both through their child's specific outcomes and interventions and through the curriculum. Home learning activities are a great way to support, but at Great Denham we also value the learning that children do whilst enjoying new experiences at home. We offer support materials alongside both core learning and more specialist provisions – for example, phonics pouches to support younger children or those with SEND learn key patterns for spelling and reading.

### **If parents are unhappy whom can they talk to?**

We have recently established a Parents' Forum in which we hope to have a parental representative from each class. The Parents' Forum will meet termly with the Headteacher, on an informal basis, to share ideas and provide a regular opportunity in which parent voice can be heard. We both welcome and value your opinion.

Parent voice - We both welcome and value your opinion.

Our SEN governor is Mrs Carole Bell and our SENDCo is Mrs Anna Spyropoulos, either of whom can be contacted via the school office.

**If you have a complaint** please contact Mrs Anna Spyropoulos SENDCo in the first instance

[anna.spyropoulos@greatdenhamprimary.beds.sch.uk](mailto:anna.spyropoulos@greatdenhamprimary.beds.sch.uk) or 01234266245

## **Useful Contact Numbers**

**SEND Team Bedford Borough: 01234 228375**

**SEND advice (independent support for parents): 01234 276267**

**Autism Bedfordshire: 01234 350704**