

“Dedicated to Excellence”

Denbigh Primary School

Special Educational Needs Information Report 2020/21



Introduction

At Denbigh Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children, their parents/carers, the SENCo, specialist teaching staff both within the school and external professionals, to ensure that the school can meet a broad range of special educational needs.

We undertake a robust system of monitoring children’s progress, supporting academic and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. The kinds of special educational need for which provision is made at school

Denbigh Primary School is a mainstream primary school. As a highly inclusive school, we make provision for a range of needs covering all four broad areas of special educational needs;

- **Cognition and Learning**
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- Moderate Learning Difficulty (MLD)
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
 - Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia.

 - **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)

 - **Social, Emotional and Mental Health**
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Attachment Disorder

 - **Sensory and / or Physical**
 - Hearing Impairment (HI)
 - Visual Impairment (VI)
 - Multi-sensory Impairment (MSI)
 - Physical Disability (PD)

We ensure that our admission arrangements for students do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs

At Denbigh Primary School all staff follow the SEND identification process as set out by the SENCO.

We assess each student's needs on entry. We then use a range of assessments at various points. For example universal speech, language and communication assessments for every child in EYFS and KS1 to monitor the progress. Where progress is not satisfactory despite receiving quality first teaching, we put extra support in place to enable the pupil to catch up. If pupils continue to make inadequate progress, in consultation with the parents we will use a range of assessment tools to determine the cause of the learning difficulty.

Inadequate progress is that which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between peers
- Widens the attainment gap

At Denbigh Primary School we are experienced in using the following assessment and screening tools;

- British Picture Vocabulary Scale
- York Assessment of Reading for Comprehension
- The Boxall Profile
- Speech, Language and Communication Progression Tools
- Renfrew Action Picture Test

We also have access to external advisors who will be able to use the following assessment tools;

- British Ability Scales: Third Edition
- The CLEAR Assessment

The outcome of this more detailed assessment will be shared with parents / carers and the student (where appropriate). We will discuss with them what additional resources and different approaches are required to enable the pupil to make better progress. We will put the outcome of this discussion into a SEN support plan (IEP) and it will be reviewed regularly, and refined / revised is necessary. At this point we will have identified the pupil has a special educational need and make special educational provision for the pupil which is additional and different from what is normally available.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Children may also be identified as having SEND due to concerns about the child's social and emotional wellbeing as well as behavioural difficulties.

When a pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

The table below outlines the waves of support offered at Denbigh Primary School.

WAVE 1 High Quality Teaching	WAVE 2 SEN Support	WAVE 3 EHCP
Every Child	Children making less progress than their peers	Children with more complex needs
Regular teaching arrangements	Small group interventions Engagement curriculum lessons that are different from their peers Inclusion teacher support Additional adults in the classroom	Wave 2 support Support specified in a legally binding EHC document issued by the local authority Involvement from Educational Psychology Service (EP) NHS Speech and Language Therapy (SaLT) Child and Adolescent Mental Health Services (CAMHS) Occupational Therapy (OT) Luton SENS Team (SENS)

a) How the school evaluates the effectiveness of its provision

For children identified as requiring SEN support regular SEND progress meetings following the Assess, Plan, Do, Review (APDR) cycle will take place between the inclusion team, the class teacher and teaching assistants.

For pupils with an EHC plan there will be an statutory annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special needs provision. Class teachers will follow the same ADPR cycle.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every child at Denbigh Primary School has their progress assessed and reviewed 3 times a year. Children with special educational needs may have more frequent standardised assessments and screenings to provide baselines and to monitor the effectiveness of interventions. Additional assessment points will only be held when absolutely necessary.

c) The school's approach to teaching pupils with special educational needs

We make every effort to ensure high quality differentiated teaching in our classrooms for all pupils. Activities within every subject are tailored to the needs of a group or an individual to ensure achievement and success. In order to meet the different needs of pupils in the classroom the school trains staff in a range of different teaching approaches.

High priority is given to the school context as our curriculum intent is to ensure all children - especially those with SEN - have the opportunity to develop their speech, language and communication skills across a broad range of topics (see speech, language and communication policy). By children being encouraged to transfer their knowledge and skills across the curriculum we believe that outcomes will be maximised and children will be successful in later life.

The inclusion team will monitor the teaching and learning across the school with a key focus on improving children's speech, language and communication skills.

d) How the school adapts the curriculum and learning environment for pupils with special educational needs

Denbigh Primary School makes reasonable adjustments to the learning environment and incorporates a range of provision. We use learning walls to develop interactive support for areas of learning such as literacy, numeracy and IPC (topic). Children have access to a wide range of resources to support their learning such as concrete apparatus to support their understanding in maths. Our outdoor learning environment also offers a range of equipment and resources to support physical development as well as boasting a 'secret' garden area.

Due to the Covid-19 pandemic, the outdoor equipment and the 'secret' garden areas have been out of action during the Autumn term.

e) Additional support for learning that is available to pupils with special educational needs

The degree and kind of support required for each pupil with SEND to make good progress will vary. The provision offered includes:

Provision	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health	Sensory and / or Physical
Attention Autism	✓			✓
Lego Therapy	✓		✓	
Mindfulness			✓	
Art Therapy			✓	
Sensory Circuits				✓
Rebound Therapy				✓
Social Skills	✓		✓	
Pre-Teach Vocabulary	✓	✓		
Music Therapy				✓
Colour/shape coding	✓	✓		
Mastery Teaching		✓		
Phonics Interventions	✓	✓		
Paired Reading		✓		
Physically		✓	✓	✓

Active Learning				
Forest School			✓	✓

The school is required to provide up to £6000 per year of resources for pupils with high needs and above that amount the local authority should provide top up to the school.

Due to the Covid-19 pandemic, some interventions have been unable to take place. Teaching and learning teams have utilised the resources available to them in their respective bubbles to ensure children are supported as best as practically possible.

f) How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Denbigh Primary School are available to pupils with special educational needs. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity (this is similar to the group support offered to pupils with special educational needs at break and lunchtimes).

g) Support that is available for improving the emotional and social development of pupils with special educational needs

For children with social and emotional needs we provide access to an in-house emotional literacy mentor (Mr Krishan Puran) and spaces for time-out for children distressed or overwhelmed.

We can also make referrals to CAMHs and / or CHUMS with the permission of parents / carers.

4. The name and contact details of the SEN Co-ordinator

The SENCO at Denbigh Primary School is Mr West who is a qualified teacher, holds the National Award for SEN Co-ordination.

Contact details for the SENCO are:

Telephone: 01582571597

Email: twest@denbighprimary.com

The Inclusion Manager is Mr Dear who is a qualified teacher, holds the National Award for SEN Co-ordination and has also completed a masters in special educational needs.

Contact: admin@denbigh.primaryluton.co.uk

The SEND Governor is Ms Rona Campbell

Contact: admin@denbigh.primaryluton.co.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and teaching assistants have had the following awareness and specialist training:

Training	Who?
Elklan Speech & Language Support for 5-11s	SENCO 1x teaching staff 1x non teaching staff
Attention Autism	Inclusion Teacher
ASD & Mental Health	All staff
ASD / TEACCH Approach	All non teaching staff
Shape Coding	SENCO
Trauma Support	All teaching staff
Forest School Leader Training	1x teaching staff
Mindfulness (planned for Spring 2021)	1x teaching staff

Lego Therapy (planned for Spring 2021)	1x non teaching staff
Speech, Language & Communication	All teaching assistants (KS1 and year 3)
Rebound Therapy	SENCO

If a need is identified beyond our current staff specialisms we seek the support of external professionals. Parents are consulted before any referral is made and their full consent is gained before proceeding with the support. Parents / carers are included in meetings with visiting professionals. This academic year the school has worked with the Educational Psychology Service, The Autism Outreach Team, The Visual Impairment Outreach Service, Speech and Language Therapists, Paediatricians, Occupational Therapist and CAMHS.

6. Information about how equipment and facilities to support children with special educational needs will be secured

To complement the accessibility plan, we take actions to ensure that the school provides for children with sensory difficulties, physical difficulties, learning difficulties as well as 'hidden impairments' such as dyslexia. We provide:

- Sensory room (temporary)
- Chromebooks with visual accessibility tools; colour filters and magnifying scroll over. Speech accessibility tools; dictation software so that voice is converted to text and narration software so text is read to the child. Hearing accessibility tools include providing videos with captions.
- Coloured overlays
- Stationary and exercise books for children identified as being visually impaired
- Scribes and extra time for exams
- Good lighting and seating matched to needs

Denbigh Primary School is committed to gradually replacing interactive whiteboards with high contrast displays to better support children with visual impairments, visual processing difficulties and dyslexia.

7. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education.

Parents and carers of children being supported at waves 1 and 2 are invited to discuss the progress of their child(ren) on two occasions each year and receive an end of year written report. In addition, parents are encouraged to attend an optional progress meeting in the summer term with class teachers.

Due to the Covid-19 pandemic the first occasion to discuss progress this year was held over the telephone.

Parents of children with special educational needs are able to book an appointment to meet the SENCo at a mutually convenient time. All parents and carers will be invited to planning and reviews of provision for children with special educational needs requiring wave 3 support. Where possible outside agencies will also arrange meetings to discuss progress.

An individual educational plan (IEP) will be produced for most children identified as SEN Support and is created by the class teacher with the involvement of parents/carers, SENCO and child if they are in upper key stage 2. It is the responsibility of the class teacher for evidencing progress towards the outcomes described in the IEP as part of the ADPR process. The IEP will be reviewed 3 times per year (December, March and July) and a hardcopy will be sent home to parents following each review point.

Due to the Covid-19 pandemic, the December 2020 review point did not take place. Parents were still invited to telephone consultations with the class teacher during Autumn 2.

8. The arrangements for consulting children with special educational needs about, and involving them in, their education.

When a pupil has been identified as having special educational needs they will be consulted in the provision provided by their class teacher. This level of consultation is accessible by children cognitively aware and in the older year groups of the school. All children will be involved in the EHC annual review process by providing their views (often supported by a teaching assistant working in the class).

9. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils

with special educational needs concerning the provision made at the school.

Denbigh Primary School has a formal complaints procedure for any complaint made by parents and carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher and SENCo as first points of contact. Parents may also wish to talk to the headteacher.

If the complaint has not been resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

10. How the governing body involves other bodies, including health and social care services, local authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such pupils.

The governing body has engaged with the following bodies:

Access to local authority's special educational needs service level agreement with:

- speech, language and communication needs
- autism spectrum disorder services
- visual and hearing impairment services for pupil with requirement for direct therapy or advice

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Support)

The Luton SEND Information Advice Support Service can provide parents and carers with support. Please click [here](#) to be taken to the Luton SENDIAS website.

12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

At Denbigh Primary School we work closely with educational settings attended by the children before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute to information sharing with the next setting to ensure a smooth transition. Where a child has an EHC plan, we will support parents by arranging visits to potential high schools as well as holding the EHC review by the end of the Autumn term (this may be earlier than statutory date).

Due to the Covid-19 pandemic, most high schools did not offer parents with the opportunity to visit. The SENCO provided parents with relevant information from potential high school's statutory documentation on their websites. All EHC reviews for current year 6 pupils have taken place remotely via telephone.

13. Information on where the local authority's local offer is published.

The local authority's local offer is published [here](#). We advise parents and families without access to the internet to make an appointment with the SENCo for support to gain the information they require.