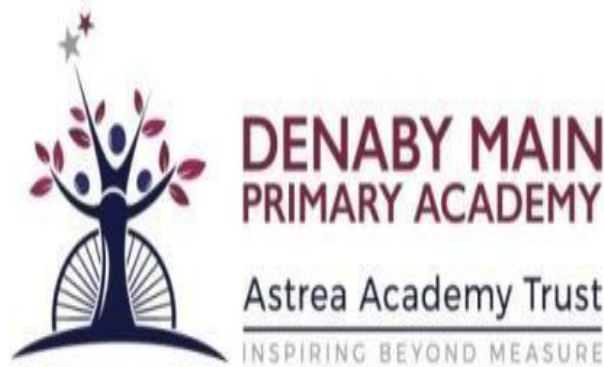


# **Denaby Main Primary Academy**



## **SEND Information Report**

**Date Written: 11.10.25**

**Review Date: 11.10.26**

## The kinds of special educational needs that are provided for in Denaby Main Primary Academy:

In accordance with the SEN Code of Practice:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her... For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.’

At Denaby Main Primary Academy, we provide additional provision for SEN pupils in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

## Main Contacts:

For issues or concerns relating to SEND and inclusion, parents / carers can choose to contact the named people below in the order displayed or at their own discretion.

### **Class Teacher** Responsible

for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCO) know as necessary.

Writing SEN Support Plans and sharing and reviewing these with parents at least three times a year.

Personalised teaching and learning for your child as identified on the school's provision map.

Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

### **SENCO - Mrs L Taylor** Responsible

for:

Developing and reviewing the school's SEN and Inclusion policies

Co-ordinating all the support for children with special educational needs or disabilities

Ensuring that parents are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology Service
- Updating the school's SEN register, provision maps and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible

### **Families and Safeguarding Officer – Mrs K Davies**

Responsible for supporting parents of children with additional needs.

The FSO will:

- Liaise with outside agencies that can provide additional support for parents e.g. School Nurse
- Attend meetings with parents.
- Signpost parents to support agencies and training opportunities

### **Principal – Miss J White**

Responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEN.

The Principal will:

- Give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met
- Ensure that the Governing Body is kept up to date about issues relating to SEN

### **SEN Governor – Mrs K Davies**

Responsible for making sure that the necessary support is given for any child with SEND who attends the school

### **Policies for identifying children and young people with SEND and assessing their needs:**

- SEND Code of Practice
- National Curriculum
- SEND Policy
- Behaviour Policy
- Equality and Accessibility Plan
- Equality Objectives
- Safeguarding Policy
- Equal Opportunities for pupils (based upon the Equality Act 2010)

Procedures for identifying pupils with SEND and for monitoring their progress will be clear, effective and straightforward. All procedures will take account of the new SEND reforms. Parents will be fully informed at every stage and the views of both parents and pupils taken into account. Please see the SEND policy for further information.

### **Arrangements for consulting parents of children with SEND and involving them in their child's education:**

The best results are achieved when everyone around a child works together.

In working towards this principle, the academy will:

- Assist parents/carers in their understanding of SEND procedures, provision and support.
- Provide opportunities for mediation and discussion.
- Ensure that the review process seeks and takes account of the parent/carer's view wherever possible.

Wherever possible, there should be pre-emptive action for the child/parents before the child enters the academy if it is known that they have additional needs.

This includes:

- visits to the previous setting,
- advice from other professionals,
- discussions with the class teacher and the SENCo.

This support and communication continues when the child is at the academy with at least termly meetings and informal discussions as necessary. Each child on the SEND register has a SEND Support Plan, which contains their targets and how the academy and parents can help them to achieve them.

Parents will always be consulted before their child is placed on the Special Educational Needs Register. Parents of pupils with SEN will be invited to review SEN Support Plans with child's class teacher at least three times a year.

Within each SEN Support Plan suggestions of how parents can support their child to achieve targets at home will be included. Where appropriate, class teachers will provide parents with necessary resources, e.g. word lists, visual prompts, to enable them to support their child at home. For some pupils with SEN, parents will be invited to consult with external specialists, e.g. Educational Psychologists, in order to discuss and plan additional support for their child. For some pupils with SEN, parents will be invited to

annual review meetings, e.g. pupils with an Education Health and Care Plan, to discuss their child's progress with all professionals involved.

#### Arrangements for consulting young people with SEND and involving them in their education:

We believe that pupils should understand and be involved in the setting of their own targets where appropriate. Our curriculum is child centred and we place a focus on meeting the needs of every child within the academy and valuing their opinion. We recognise that effective action for SEND students will depend on close cooperation between the academy and other services and agencies.

Children will participate in all decision-making processes, target setting and contribute to reviewing their SEN Support Plans by making a personal comment on their own progress. As a result, children feel confident that they are being listened to and that their views are valued.

Children will be supported to create their own One Page Profile to enable them to express their own opinions and needs in regard to their SEN.

Where appropriate, pupils with Education, Health and Care Plans will be given the opportunity to attend all or part of annual review meetings

#### Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review:

SEN Support Plans for pupils with SEN will be reviewed at least three times a year.

Class teachers will use teacher assessment to inform targets on SEN Support Plans.

The SENCO will monitor SEN Support Plans and report to the Senior Leadership Team on the following:

- Progress made towards targets
- Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the year

Parents of pupils with SEN will be invited to review SEN Support Plans with their child's class teacher at least three times a year

SENCO, parents and external specialists will collaborate to 'Plan, Do and Review' SEN support for individual pupils as stipulated in the SEN Code of Practice

#### Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Transition arrangements will be put in place to ensure effective transition between each phase of education:

- Early Years Transitions- SENCO/Foundation Stage Leader will attend local pyramid transition meetings and will also visit pre-school settings in order to ensure effective transition of SEN pupils from Nursery

into Denaby Main Primary Academy. Where face to face visits are not possible these meetings will be carried out remotely.

- Annual Transition Meetings- current class teachers will share information regarding pupils with SEN with the child's next class teacher. Information will then be passed on to SEN support staff in order to ensure all professionals involved are aware of SEN pupil's individual needs.

- Moving Schools- If a SEN pupil is moving to another school the SENCO will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made. All records about SEN pupils will be passed on as soon as possible

- Secondary School Transition Meetings- pupils with SEN will be discussed with appropriate members of secondary school staff, e.g. form tutor and SENCO, to ensure they are aware of individual pupil's needs prior to transition. Records, including Individual Education Plans, will be passed on to secondary schools as soon as possible

- Annual Review Meetings- when a pupil with an Education Health and Care Plan is in Year 6, the SENCO from the Secondary school will be invited to attend the annual review meeting in order to effectively plan transition and future SEN support

Individual Transition Programmes- for some pupils with SEN, school will devise a specific transition programme. This may include:

- Transition Visits- When a SEN pupil is transferring from another setting/school to Denaby Main Primary Academy, additional visits may be set up to familiarise the pupil with routines and key people at our school.
- Additional transition visits may be arranged for Year 6 SEN pupils to secondary schools at different times of the day, e.g. lunch and after school.
- The SENCO may liaise with SEN Team specialists to arrange 'Road Safety Training' for Year 6 pupils with SEN in order to prepare and familiarise them with the route they will walk to school where appropriate.
- Use of Social Stories- when pupils are approaching a transition between phases, social stories may be created to support pupils with SEN, e.g. photographs of people, classroom features will be used to create a social story that the children can use in school and at home in order to prepare for a transition.

#### Approach to teaching children and young people with SEND:

- Class teachers will plan lessons according to the specific needs of all groups of children in their class and will ensure that every child's needs are met and that there are no barriers to every pupil achieving.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of SEN child where necessary.
- Specific resources and strategies will be used to support children with SEN individually and in groups • Planning and teaching will be adapted, on a daily basis if needed, to meet children's learning needs.

#### How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND:

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils and users of the academy are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers.

Specifically, that all pupils will have the same access to information, the academy environment and the curriculum (as stated in the Accessibility plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within class and through class interventions (see above). Children may need specific resources to engage them or to allow them to access the curriculum dependent on their needs. At Denaby Main Primary Academy, we would ensure every effort is made to allow pupils with SEND to fully access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. Moreover the classroom layout may need changing to allow space for a wheelchair or walking frame. We currently have a disabled toileting facility in the academy and a disability lift.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of LA/Academy support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress

- Use of delegated funds

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

Students with SEND and their families, have the right to be supported by high quality skilled professionals. The academy supports this principle by ensuring that staff have access to relevant professional development which directly addresses the development of expertise in SEND.

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities will be provided which include:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from other agencies or support services or Senior Leaders from within school
- Other courses which are relevant to the work being undertaken can be undertaken or requested by consulting with the SENCO

Evaluating the effectiveness of the provision made for children and young people with SEND:

The effectiveness and appropriateness of the SEN provision will be continuously monitored by the SENCO in conjunction with the Principal and Governor with Inclusion responsibility.

The school will continuously monitor and evaluate the working of the SEN provision, gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make.
- The 'value-added' data of pupil progress.
- The success of resources.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcomes of the review process
- The development of pupil participation.
- Relationships with parents of pupils with SEN.
- The impact of the statutory process on pupil progress • The success of involvement of outside agencies.
- The success of liaison with other schools

This information will then be used to evaluate how successful SEN provision has been and to set an agenda for further developments which will be included in the School Improvement Plan.

How children and young people with SEND are enabled to engage in activities available with children and young people in the academy who do not have SEND:

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. SEND children are invited to breakfast clubs, after school clubs and additional opportunities alongside their peers.

The academy also plans continually to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum.
- Improving the environment in terms of accessibility.
- Improving the delivery of information.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:

There are several arrangements and interventions in place in order to support the emotional and social development of pupils with SEN.

These include:

- Referral system for the Parent Support Advisor so that extra pastoral support can be put in place where appropriate
- Interventions such as Thrive and friendship groups will be used in order to support pupils with SEN develop their social skills
- Interventions such as 'Playing for Purpose' will be used to improve emotional and social development of SEN pupils with support from outside agencies
- 'I am Unique' and 'Socially Speaking' programmes will be used to support pupils with • ASD across school
- For some SEN pupils a designated adult is provided as a 'go to person' if a pupil with SEN needs to talk or share their concerns
- Pupils with SEN are able to regularly use 'The Nurture Room' which is a quiet space with a range of resources to support them emotionally.

#### Measures to prevent Bullying

It is important that we create an atmosphere in the academy where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop.
- Staff must ensure that everything that happens must be carefully recorded using CPOMs.
- The application of sanctions will depend on the individual circumstances of each incident.
- The academy will work with the parents of all children involved. Support will be available for the affected parties.

#### The academy curriculum

The academy curriculum will be used to:

- Raise awareness about bullying behaviour and the academy's anti-bullying policy.
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the academy.

There are many opportunities within the curriculum to raise awareness, teach relationship management and to discourage bullying or harassment including:

- PHSE/Drama/English lessons.
- Close supervision of all areas at all times.
- Anti-Bullying week.
- Planned assemblies

How the academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families:

The academy involves other agencies such as: the health visitor and nurse, social services speech and language, specialist support such as Educational Psychology, Occupational Therapy and Physiotherapy, as and when it is necessary. Good relationships have been made with outside agencies and special schools. Moreover, the academy supports parents throughout this process led by the SENDCo and Parent Support Advisor.

Arrangements for handling complaints from parents/carers of children with SEND about the provision made at the academy:

If parents are unhappy with the provision made for their children they should follow the school's complaints policy. Speaking to the class teacher, is the first instance is always encouraged, but if parent's are still unhappy, they can contact the SENDCo and then the Principal. We are committed to supporting parents/carers and their children to ensure that the provision meets the needs of children in our care.

Details of the academy's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:

All schools have a similar approach to meeting the needs of pupils with SEND and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress. All academies are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen.

Information regarding the Local Authority's Local Offer can be found by opening the following hyperlink:

<http://www.doncaster.gov.uk/services/schools/local-offer-send>