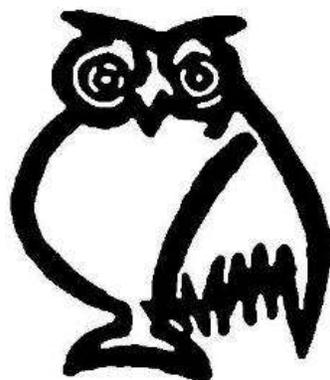


Danbury Park Community Primary School



Special Educational Needs and Disabilities Report

Last revision dated:	Autumn 2020
This revision completed during:	Autumn 2021
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Next revision due:	Autumn 2022

Be wise, be happy, belong



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Danbury Park Community Primary School

Special Educational Needs and Disabilities (SEND) Report

SPECIAL ARRANGEMENTS IN RELATION TO COVID 19

From September 2021, the government provided guidance for most COVID 19 restrictions to be lifted in primary schools. The government has provided guidance on what should happen should an outbreak be identified at the school (link below):

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Should there be a case for children to work from home, Danbury Park Community Primary School will ensure:

- 🦉 Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- 🦉 Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.
- 🦉 Weekly contact with children via Google Classroom or a telephone call, to ensure that pupils' outcomes are kept at the forefront and that their emotional needs are being met.
- 🦉 Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- 🦉 Class teachers will use remote education recorded lesson resources such as Oak National Academy specialist content for pupils with SEND, which covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy in and/or recorded lessons from Twinkl or White Rose Hub. This will complement the other remote education resources set by the class teacher.
- 🦉 We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and the messaging facility on Google Classroom, Class Email or telephone calls allows for private conversations to be had between staff and parents.

The SENCo can be reached at senco@danburypark.essex.sch.uk.

Resources that support our pupils' SEND needs will be sent via email from the SENCo.

External agencies will become involved if necessary following the usual graduated response process detailed above.

Transition

We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover discussions with the incoming class teacher as well as the SENCo where relevant. We also continue to work alongside our secondary colleagues to ensure that the information needed is shared and any children needing enhanced transition will receive it.



INTRODUCTION

Our Special Educational Needs and Disabilities (SEND) report for parent/carers outlines the support, interventions and provisions they can expect to receive, if they choose Danbury Park Community Primary School for their children. At Danbury Park School, we recognise each child as an individual with particular needs and entitlement to a quality educational provision.

ADDITIONAL NEEDS PROVISION AT DANBURY PARK PRIMARY SCHOOL

At Danbury Park Primary School, we have experience in providing for children with difficulties in:

- 🦉 Attention Deficit and Hyperactivity Disorder (ADHD);
- 🦉 Autism and Social Communication difficulties;
- 🦉 Cognition and learning (Learning Difficulties)- including Working Memory difficulties;
- 🦉 Gross and Fine Motor skills difficulties - including dyspraxia;
- 🦉 Sensory and/or physical issues – including Visual Impairment and Hearing Impairment;
- 🦉 Specific learning difficulties – including dyslexia and dyscalculia;
- 🦉 Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia;
- 🦉 Emotional health and well-being.

ROLES AND RESPONSIBILITIES

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the class teacher. All class teachers are experienced and knowledgeable in providing for special educational needs and form part of the SEND team.

At Danbury Park School, we operate an open door policy so that parents can meet with class teachers either before or after the school day to discuss any pressing matters. Sometimes a longer meeting will be required and a convenient appointment will be made. Similarly, class teachers will invite you in to discuss any concerns or issues as they arise.

Telephone: 01245 224994

Email: admin@danburypark.essex.sch.uk

The SENCo is responsible for the operation of the SEND policy and the co-ordination of provision made to support pupils with SEND.

OUR SPECIAL EDUCATION NEEDS CO-ORDINATOR IS:

Mrs Katishe Macey

Telephone: 01245 224 994

Email: senco@danburypark.essex.sch.uk

Class LSAs help children with class activities and work closely with the class teacher to provide differentiated activities to meet the needs of all learning abilities within the class. They also deliver targeted interventions for small groups or individual children under the supervision of the class teacher. The LSA team are trained to deliver interventions and are continually expanding their expertise by attending externally run courses and in-house training.



Children with EHC Plans (Education Health Care) are individually supported by SEND LSAs under the direction of the class teacher and SENCo.

HOW DOES DANBURY PARK PRIMARY SCHOOL IDENTIFY AND ASSESS CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

At Danbury Park Community Primary School, we assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEND. The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils.

Parents also play a key role in the identification of a child who has additional needs. Parents are encouraged to meet with the class teacher to voice any concerns that they have. Should the teacher not be able to answer these concerns, s/he will then refer them to the school SENCO. School staff advise parents, offering support, advice and next steps. At Danbury Park, we recognise that parents' views and aspirations for their child will be central to the assessment and provision provided by the school.

Where children have transferred to our school, we use information provided from the previous setting together with our baseline to monitor an individual's progress and attainment.

TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AT DANBURY PARK COMMUNITY PRIMARY SCHOOL

-The Graduated Response

At Danbury Park Community Primary School, we teach a broad and balanced, skills based curriculum. The children are encouraged to learn with independence and curiosity. Like all schools, we have a 'graduated response' to meeting pupils' needs:

Wave 1 – high quality classroom teaching

We believe that high quality teaching within the classroom led by the class teacher is the starting point for all learning. Our teachers provide a relevant, interesting curriculum through high quality teaching that is differentiated to meet the diverse needs of all learners in their care. Phonics is delivered as whole class to Early Years (EYFS) and Key Stage 1 (KS1) pupils, with appropriate differentiation for all abilities. Phonics continues to be delivered across KS2 for those pupils who need it.

Detailed knowledge of

- prior achievement
- learning styles
- barriers to learning and
- interests and talents



enables teachers to put in place, different ways of teaching so that your child is fully involved in learning in the class.

The teachers are responsible for every child in their class and set targets for them and through assessing and monitoring the children’s achievements, we identify children who are in danger of falling behind or making inadequate progress and provide extra support.

WAVE 1	At any time according to need, a combination of any of the following strategies may be in place:
Quality First Teaching , seeks to engage and support the learning of all children. Differentiation for individual pupils is the first step in responding to pupils who have SEND .	<ul style="list-style-type: none"> Teaching is based on clear objectives that stretch and challenge all children. The teacher will use specific strategies to enable your child to access the learning task.

Parents are invited to discuss their child’s progress in October and February during formal parent consultation evenings. Should it become apparent that your child needs additional support, you will be informed.

The Educational Psychology Service has provided schools with ‘Provision Guidance’ which helps teacher and SENCos to select appropriate strategies and determine the level of support you child requires.

Wave 2 – small group work to enable children to ‘catch up’

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at ‘SEN Support’

Children who cannot access the work after the usual differentiation may be supported on a one-to-one basis, or small booster groups, usually within the classroom, or withdrawn for short periods of time to work towards achieving their personal objectives. Children may be supported by the class teacher or the class LSA. Learning materials may be specially designed by the class teacher or may be part of a purchased intervention. These interventions are designed to run for a specific amount of time; they begin and end with an assessment so that we can determine the effectiveness of the programme and the progress made.

Specialist training received by some of the staff, as and when appropriate, includes the following areas of need:

- Autistic Spectrum Disorder,
- Visual Impairment,
- Hearing Impairment,
- Dyslexia,
- Dyscalculia,
- Speech and Language Therapy,
- Fine and gross motor skills,
- Supporting Social and Emotional Needs (Well Being, attachment issues)



WAVE 2	At any time, according to need, a combination of any of the following strategies may be in place:
<p>Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified additional time- limited interventions and some 1:1 support.</p> <p>This can be for general 'catch-up' for some children who need help to accelerate their progress to enable them to work at or above age related expectation or the start of the graduated approach cycles of Assess, Plan, Do, Review.</p> <p><i>For children on SEND Support, the class teacher creates an Individual provision map and One Plan Review, which highlights what is working well, barriers to learning and identifies areas to develop and provision given to support this.</i></p> <p><i>The SENCo has oversight of the One Plan Reviews and will provide advice and resources as needed.</i></p>	<ul style="list-style-type: none"> 🌀 Reading and Writing interventions such as Rainbow Writers, Rapid Phonics and Reading Recovery Style Sessions, Beat Dyslexia, SNIP Literacy, IDL program and Squeebles Apps. 🌀 Booster groups for spelling, English or maths 🌀 Daily phonics, Bug Club phonics 🌀 Numicon 🌀 The Number Box 🌀 Mathletics 🌀 Times Tables Rock Stars 🌀 Explorers and Adventurers – differentiated reading books, including dyslexia friendly - Barrington Stoke, for the Key Stage 2 (KS2) Reading Award Scheme 🌀 Reading Schemes such as PM, Wellington Square, Wolf Hill, Dandelion Readers etc. 🌀 Comprehension groups 🌀 Additional reading time with adults 🌀 Fine motor skills groups 🌀 Gross Motor skills target groups in PE

All interventions follow an **'assess, plan, do and review'** model:

- 🌀 **Assess:** The class teacher will collate data on the pupil held by the school in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- 🌀 **Plan:** If review of the action taken, identifies that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- 🌀 **Do:** *The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.* The SENCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
- 🌀 **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents. Children are encouraged to engage with this discussion as far as possible and will attend, part or all of the meetings as appropriate. The class teacher will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil, seeking advice from the SENCo if needed.



Wave 3 – intensive targeted support tailored for individual learners

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

WAVE 3	At any time according to need, a combination of any of the following strategies may be in place:
<p><i>Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach and includes Intensive targeted support tailored for individuals.</i></p> <p>For children with complex needs who may eventually need to have an ‘Education, Health and Care Plan’, we create a ‘One Planning’ document which highlights what is working well, barriers to learning, and identifies areas to develop and provision given to support this . The One Planning document is written in collaboration with the child, parents, class teacher, SENCo and external agencies.</p>	<ul style="list-style-type: none">  One to one maths work  Power of 2 and Power of 2 plus 1 numeracy interventions  Numicon  Speech and Language Therapy  Reading Recovery Style Intervention  Five Minute Box 1 and 2  The Number Box  Mathletics  IDL  Selected educational apps on iPad (for example Squeebles, Nessy).  Times Tables Rock Stars  Nessy  Rapid Phonics  Well Being Mentoring by school based team  Counselling by BCCS.  Handwriting interventions such as Teodruresco’s “Write from the Start”.  Toe by toe programme, Hornet Programme for Reading and Spelling, or The Word Wasp programme.  The Ultimate Guide to Phonics  Precision Grid Teaching  A programme of physical exercises provided by occupational health or physiotherapy team.  Zones of Regulation

We will create a “One Page Profile” which describes your child’s needs, the strategies and approaches in place. For the children with particularly complex needs who may eventually need to have an “Education, Health and Care Plan” we will create a “One Planning” document together. This document describes their needs and the support in place and is reviewed regularly at a “One Planning” (person centred) Review Meeting during which we discuss what is working, what is not working so well and what we need to do to enable your child to achieve their learning outcomes. This document can then be used to inform other professionals involved in their well-being. For children with an EHCP, an Annual Review meeting is held and the paperwork is submitted to the Local Authority.

Some children, who have already been formally diagnosed, or who have more complex needs which require further assessment, may be included in our SEND Wave 3 group immediately.



INVOLVING SPECIALISTS AND VOLUNTARY AGENCIES TO MEET THE NEEDS OF PUPILS WITH SEND

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. They will only be undertaken after parent permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, specialist schools.
- SEND Inclusion Team
- Educational Psychologist Service (part of SEND Inclusion Team from January 2020)
- Sensory Teams for Hearing Impaired, Vision Impaired and Physical and Neurological Impairment
- Dyslexia centres and Dyslexia Specialists
- Speech and Language Therapy Team
- Occupational Therapists
- Physiotherapists
- Community Paediatricians
- School Nursing Team
- Local Hospitals and Clinics, in regards to paediatric care
- Educational Welfare Officers
- EWMHS (Emotional wellbeing and mental health service)
- Community and Voluntary Organisations

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an **Education, Health and Care (EHC) Plan** being provided.

In order to keep abreast of current legislation and trends the SENCo attends, SENCo cluster meetings with SENCo colleagues, Locality Meetings led by Educational Psychologists and Inclusion Partners and the annual SENCo conference.

HOW DO WE ASSESS AND REVIEW THE PROGRESS OF PUPILS?

Our senior leadership team ensure that a 'quality first' approach is maintained in each classroom through a rigorous system of

- lesson observations
- monitoring of children's work (thus ensuring that feedback and marking is consistent and constructive)
- progress review meetings and
- monitoring of class and individual provision maps

Parents are informed on pupil's progress towards expected standards for their year group via the reporting system and at events such as Parents' Consultation Evenings.



PHYSICAL AND MEDICAL NEEDS

For children who have medical issues the school arranges a meeting with you to complete Health Care Plans for children, including children with allergies, diabetes and epilepsy. This document will describe your child’s needs and how we will accommodate those needs.

Medication for children with allergies and other chronic conditions is kept in the school medical room for use if required. We do not allow nuts to be brought into school.

A register of children with medical needs is circulated and updated regularly. A photo gallery is maintained in the medical room and school office, teachers have individual copies which are kept secure. For children with life threatening conditions all members of staff are, provided with and, trained to use a red triangle warning card system to seek immediate help.

Staff members also receive relevant training for conditions such as epilepsy, diabetes and anaphylaxis. At times it may be necessary to consult with outside agencies to receive their more specialised expertise including:

- SEND Inclusion Partner
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- Community Paediatricians
- School Nursing Team
- Local Hospitals and Clinics, in regards to paediatric care
- Educational Welfare Officers
- EWMHS (Emotional wellbeing and mental health service)
- BCCS (The Brentwood Catholic Children’s Society counselling service)
- Children’s Social Care Services
- Kidsinspire (<http://kidsinspire.org.uk/>)
- Family Solutions
- Children and Families Hub Website

Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this support will benefit the child in a school setting.

SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SEND

At any time according to need, a combination of any of the following strategies may be in place:

Wave 1	<ul style="list-style-type: none"> 🌀 Social Emotional Aspects of Learning (SEAL) – through the Personal, Social, Health and Economic (PSHE) PSHE Association curriculum and assemblies 🌀 Relationship, Sex and Health Education Curriculum 🌀 Use of positive behaviour management strategies 🌀 The Danbury Park “Expectations for Good Behaviour” and “Courtesy Code”
Wave 2	<p>Small group activities such as:</p> <ul style="list-style-type: none"> 🌀 “Time to Talk”, 🌀 “Socially Speaking”



	<ul style="list-style-type: none"> Puppet work "Zones of Regulation" Well Being Mentors (a team of trained Learning Support Assistants)
Wave 3	<ul style="list-style-type: none"> One-to-one work with outside agencies: EWMHS, BCCS (Brentwood Catholic Children's Society), Kids Inspire Social Stories Puppet work "Working together with Lego" "Music Communication" "Zones of Regulation"

HOW DO WE SUPPORT PUPILS WITH SEND IN TRANSFERRING BETWEEN PHASES OF EDUCATION?

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRESCHOOL TO THIS SCHOOL

Where children are transferring from other setting, visits will be made to Danbury Park School. Parents are invited to attend meetings at our school throughout the year before their child attends our school. The SENCo will meet / liaise with the SENCo of the previous setting and may visit the child in the pre-school setting. A review of the child's needs will be made after an initial settling-in period.

All SEND children may visit this school on several occasions to familiarise themselves with the staff, school structure and building. "A New Class" Book, alongside the One Page Profile can also be created for those children with significant needs.

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS

All children meet their new teachers on two occasions at the end of the summer term; extra visits to the new class can be arranged for individual pupils if necessary.

At the beginning of a new academic year, the SENCo will inform teachers and their LSAs about the SEND children in their class and provide them with the latest One Plan Reviews and provision maps, "One Planning" documents, "One Page Profiles" and any other relevant information. Relevant training courses will also be arranged.

TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM DANBURY PARK SCHOOL TO SECONDARY SCHOOL

When children leave Danbury Park Community Primary School to transfer to secondary school, we aim to conduct as thorough and smooth a transition as possible. In preparation for this transition, we ensure that parents and outside agencies are involved in planning additional visits and meetings as necessary. We provide copies of One Planning, One Page Profiles and external agency reports and liaise with the secondary school SEND team and Head of Year to help provide the best transfer possible. Children with SEND, where appropriate, meet with their new keyworkers both in the new setting and at Danbury Park.

The annual review in Year 5 for pupils with a statement of educational needs or EHC Plan begins the process where parents are supported to make decisions regarding secondary school choice.



The records of pupils who leave the school mid-phase will be transferred within 5 working days of the parents notifying their child has been enrolled at another school. If relevant, we will liaise with the previous school when a pupil joins us mid-phase.

THE LOCAL AUTHORITY SEND PROVISION - “LOCAL OFFER” FOR ESSEX

Details of the Local Authority SEND provision, known as the “Local Offer” can be found on the Essex County Council website at: <http://www.essexlocaloffer.org.uk/>

The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available gives parents more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things, including:

- Education including Special educational settings;
- Health;
- Social care;
- Transport including travel arrangements for children and young people to schools, colleges and early years education; and
- Preparing for adulthood, including housing, employment and leisure opportunities.
- Equipment and Resources
- Family Support and Community
- Entertainment and Leisure
- Money Matters

PROCEDURES FOR CONCERNS

We endeavour to do our best for all our children but if there are any concerns, we encourage parents to approach the class teacher in the first instance or the SENCo and a response will be made as soon as possible.

If all the normal channels via the class teacher and SENCo have failed to satisfy parents as to the provision made for their child at school, please then contact the Headteacher. Our procedures for dealing with concerns and complaints is laid out in the school’s Concerns and Complaints Policy, a copy of which can be obtained from the school office or the school website.