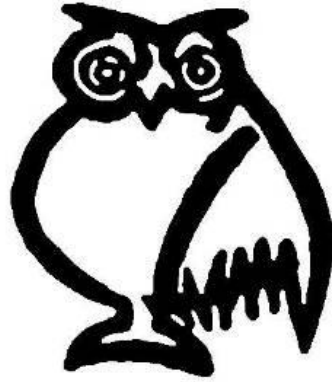


**Danbury Park Community Primary School**















# **Special Educational Needs and Disabilities Report**

Last revision dated:	Autumn 2022
This revision completed during:	Autumn 2023
Agreed by the governing body:	21/09/2023
Next revision due:	Autumn 2024

*Be wise, be happy, belong*



## **Contents**

-  Introduction.
-  Special Educational Needs and Disabilities (SEND) provision at Danbury Park Community Primary School.
-  Roles and responsibilities.
-  Early identification of potential SEND.
-  Personalised teaching using the ‘waves’ model.
-  Local Authority, specialists and external agencies involvement.
-  Assessing and reviewing the progress of pupils with SEND.
-  Supporting pupils with physical and/or medical needs.
-  Social, emotional and mental health development and support.
-  Transferring across phases of education.
-  The Local Authority SEND Provision - “Local Offer” for Essex.
-  Procedure for concerns.



# Danbury Park Community Primary School

## Special Educational Needs and Disabilities (SEND) Report





### INTRODUCTION

Our Special Educational Needs and Disabilities (SEND) report for parents and carers outlines the support, provisions, and possible interventions they can expect to receive for their child or children if they choose Danbury Park Community Primary School. At Danbury Community Primary School, we recognise each child as a unique learner with entitlement to a high quality inclusive educational provision regardless of difficulties, needs or disability.

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION AT DANBURY PARK

#### PRIMARY SCHOOL

At Danbury Park Community Primary School, we have extensive knowledge and experience in providing care, support, planning and provision for children with a range of difficulties, disabilities, disorders and impairments in a range of needs found within one or more of the four broad areas of need detailed in the SEND Code of Practice 2015.

-  **Communication and Interaction** which can include speech, language and communication needs (SLCN) and possibly challenges faced in communicating with others. The profile for every child is different and can change over time. There may be difficulties within one, some or all the different aspects of speech, language or social communication at different points in their lives. Children with autism may experience difficulties within this area.
-  **Cognition and learning** which encompasses children who learn at a slower pace to their peers even with appropriate intervention. This covers a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), where support is likely to be required in all areas of the curriculum, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex difficulties as well as physical disability or sensory impairment. Children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia may experience difficulties within this area.
-  **Social, emotional and mental health difficulties** which can cover a vast range social and emotional difficulties which manifest themselves in many ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or other disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.
-  **Sensory and/or physical needs** – some children require special education provision because they have a disability which prevents them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This also includes children with a visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) which require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

### ROLES AND RESPONSIBILITIES

The delivery of the provision for all pupils, including those with special educational needs, should wherever possible, take place in the normal classroom setting and this provision remains the overall 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 Community Primary 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 may be requested by the parents or class teacher and a convenient appointment will be made for any concerns or issues to be discussed.

Telephone: 01245 224994

Email: [admin@danburypark.essex.sch.uk](mailto:admin@danburypark.essex.sch.uk)

The Special Educational Needs Co-ordinator (SENCo) is responsible for the day-to-day implementation and operation of the SEND policy, and co-ordination of the provision made to support pupils identified with Special Educational Needs and Disabilities.

### **OUR SPECIAL EDUCATION NEEDS CO-ORDINATOR IS:**

Mrs Nikki Miller

Telephone: 01245 224994

Email: [senco@danburypark.essex.sch.uk](mailto:senco@danburypark.essex.sch.uk)

Class Learning Support Assistants (LSAs) help to support pupils 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 can also deliver targeted interventions for small groups or individual pupils under the supervision of the class teacher. The LSA team is trained to deliver interventions and they are continually expanding their expertise by attending externally run courses and in-house training relevant to the specific needs identified at Danbury Park Community Primary School.

Pupils with an EHCP (Education and Health Care Plan) are provided with the appropriate support by SEND LSAs under the direction of the class teacher and SENCo. At Danbury Park Community Primary School, we strive to develop independence in all our pupils, and this includes those with SEND.

## **EARLY IDENTIFICATION OF POTENTIAL SPECIAL EDUCATIONAL NEEDS OR DISABILITIES**

At Danbury Park Community Primary School, we use the Graduated Response to SEND employing the 'assess, plan, do, review' model which begins with attainment on entry to ensure that we build upon the pattern of learning and experience already established during the pre-school years to ensure good levels of progress for all pupils.

We appreciate that not all pupils will progress at the same rate and a child falling behind their peers does not mean it is SEND; the identification of SEND is instead built into the overall approach of monitoring the progress and development of all pupils from their starting points. Pupils are generally defined as having SEND if:

- They have a significantly greater difficulty in learning than most others the same age;
- They have a disability or health condition that prevents or hinders them from making use of the educational facilities used by their peers.

Our partnership with parents and carers is an integral part of the early identification of any individual needs of a child. Parents and carers are actively encouraged to meet with the class teacher in the first instance, to voice any concerns or highlight any matters they may have. The teacher will work to advise parents and carers, offering support, signposting, and possible next steps. These support strategies follow the Essex



County Council “ordinarily available” approach. Should the teacher not be able to answer these concerns, if the matter is urgent or requires escalation, a referral to the school SENCo can be made. At Danbury Park Primary School, we consider parents’ and carers’ knowledge of their child or children a crucial part of the assessment and provision offered.

Pupil, parental and school partnership includes:

- Parents being encouraged to share their knowledge of their child and school valuing their insight and contribution;
- School formally notifying parents when a child receives SEND support at school and agreeing how this will be shared and communicated with the child;
- Decisions about the provision being discussed with the Local Authority representatives, parents and child (where appropriate);
- The planning of the provision focusing on the needs of the child as an individual and not on any diagnosis or label;
- Communication in language that is clear and jargon-free;
- Highlighting and celebrating the child’s strengths;
- Agreement with parents, together with the relevant professional, on the overall approach.

Where children have transferred to Danbury Park Community Primary School, we use information provided from the previous setting together with our baseline assessments to monitor an individual’s progress and attainment.

## **PERSONALISED TEACHING FOR CHILDREN AND THOSE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

At Danbury Park Community Primary School, we appreciate that our pupils are diverse and unique and therefore, learn in different ways. Our teachers provide a broad and balanced curriculum, tailored to encompass all learning styles using high quality teaching as part of the ‘waves’ model. As part of the curriculum we provide, high quality phonics which is delivered to Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) pupils, with appropriate differentiation for all abilities. Phonics continues to be delivered across KS2 for those pupils who continue to need it.

### **Wave 1: High Quality Teaching (HQT)**

This is the essential foundation of all teaching, assessment and intervention and seeks to engage and support the learning of all pupils. This requires a detailed knowledge of every pupil’s:

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

This knowledge enables teachers to put in place, different styles and methods of teaching so that all pupils are fully engaged and involved in the learning in the class.

The class teacher holds overall responsibility for all pupils in their class and, through summative and formative assessment, seeks to set appropriate, relevant, and ambitious targets for every pupil. This process allows us to rapidly identify any pupil who is not making good levels of progress from their prior attainment which may highlight a potential special education need. Parents and carers are invited to discuss their child’s progress







during the formal parent and carers consultation evenings held in October and February. Should it become apparent that a pupil requires additional support, this will be discussed with the parents and carers.

## Wave 2: Additional School Intervention and Support (built upon HQT)

Where pupils continue to make less than good levels of progress from their prior attainment, despite high quality teaching, the class teacher, working with Subject Leaders and SENCo, will offer additional targeted time-limited interventions, working towards specific outcomes determined by the class teacher. During these interventions, pupils may be supported by the class teacher or the class LSA and to ensure we remain inclusive, pupils will, wherever possible remain in the classroom. These interventions will be recorded on the class provision map and will detail the entry and exit data to measure progress made.

All interventions follow the 'assess, plan, do and review' model as part of the Graduated Response to the early identification of SEN:

-  **Assess:** The class teacher will collate data on the pupil held by the school, previous class teacher and, along with the most recent formative and summative assessments will make an accurate assessment of any gaps where a pupil may require additional school intervention and support.
-  **Plan:** If this highlights that a pupil or group of pupils do require additional support, appropriate evidence-based specific interventions with specific outcomes will be planned by the class teacher with advice from the SENCo.
-  **Do:** The interventions are implemented by class teacher or trained LSA for a specific session frequency and duration over a predetermined period with support from the SENCo where required.
-  **Review:** Progress towards the specific outcomes will be considered and reviewed. The class teacher will review the exit data and where this demonstrates impact and progress has been made, the pupil will cease the specific intervention. When the exit data demonstrates the pupil has not made progress against the outcomes, this will be discussed with the SENCo as to possible next steps. At this point, the 'assess, plan, do, review' cycle will repeat, forming a complete cycle of the Graduated Response and the first step in the early identification of any possible special educational need and/or disability.

## Wave 3: High Need

This is generally characterised by a request for the involvement of relevant external services in more detailed assessments and development of intervention programmes for a pupil. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

This wave describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress, enabling every pupil to achieve their potential. This may include one to one, small group work or specialist interventions. When this extra provision is sought, there must be clear evidence that appropriate interventions (as described in the Essex Provision Guidance) has been put in place and reviewed as part of a Graduated Response.

Typically, after three or four cycles of 'assess, plan, do review', where little or no impact has been made despite focused interventions, a triangulated discussion will be had around whether the pupil does indeed have a SEND. If it is agreed by all relevant stakeholders, including the parents and carers, the pupil will be added to the School's SEND Register and A 'One Page Profile' will be created which captures the needs of the



pupil along with specific strategies and approaches to support their learning. A One Planning document will also be created which describes their needs, the support required, and the specific outcomes designed to enable the pupil to make progress and for this to be measured. This will be reviewed every twelve weeks at a One Planning Review Meeting during which those outcomes will be considered and updated.

For some children who have already been formally diagnosed, or who have more complex needs, in agreement with all relevant stakeholders, including parents and carers, they will be included on Danbury Park Community School's SEND Register, will have a One Page Profile and One Planning and may also be included in our Wave Three Interventions.

One Planning also forms a Graduated Response to identifying and evidencing whether further advice and support could be requested from external agencies.

## **LOCAL AUTHORITY, SPECIALISTS AND EXTERNAL AGENCIES INVOLVEMENT**

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice can 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
- Speech and Language Therapy Team
- Occupational Therapists
- Physiotherapists
- Community Paediatricians
- School Nursing Team
- Local Hospitals and Clinics, in regard 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 can be made to the Local Authority to conduct a Statutory Need Assessment of the pupil's education, health and care needs. If after a Local Authority Statutory Needs Assessment has been agreed and it is identified through this Needs Assessment that the pupil does requires a higher level of support, an Education and Health Care Plan may be issued by the Local Authority.

## **ASSESSMENT AND REVIEW OF THE PROGRESS OF PUPILS WITH SEND**

Our Senior Leadership Team (SLT) ensures that a high-quality approach is maintained in each classroom through a rigorous system of:

- Lesson observations
- Monitoring pupil work
- Assessment data
- Pupil Progress Review meetings
- Class Provision Maps
- Individual One Plans



- EHCP Annual Reviews
- Pupil voice
- Parents and carers Consultations
- End of year teacher transition meetings

Parents and carers are informed of their child/children's progress via the written annual pupil report and at events such as the twice yearly consultation meetings.

## **PUPILS WITH PHYSICAL AND/OR MEDICAL NEEDS**

For children who have medical issues the school arranges a meeting with parents/carers to complete a Health Care Plan, including but not exclusive, for those pupils with severe allergies, diabetes and epilepsy. This document will describe your child's needs and how we will accommodate those needs.

Medication for pupils 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 pupils 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 pupils 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
- Mental Health Support Team (MHST)
















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.





## SOCIAL, EMOTIONAL, AND MENTAL HEALTH DEVELOPMENT AND SUPPORT

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"> <li> Social Emotional Aspects of Learning (SEAL) – through the Personal, Social, Health and Economic (PSHE) PSHE Association curriculum and assemblies</li> <li> Relationship, Sex and Health Education Curriculum</li> <li> Use of positive behaviour management strategies</li> <li> The Danbury Park 'Expectations for Good Behaviour' and 'Code'</li> </ul>
Wave 2	<p>Small group activities such as:</p> <ul style="list-style-type: none"> <li> Time to Talk,</li> <li> 'Socially Speaking'</li> <li> Puppet work</li> <li> Zones of Regulation</li> <li> Well Being Mentors (a team of trained Learning Support Assistants)</li> </ul>
Wave 3	<ul style="list-style-type: none"> <li> One-to-one work with outside agencies: EWMHS, BCCS (Brentwood Catholic Children's Society), Kids Inspire</li> <li> Social Stories</li> <li> Puppet work</li> <li> Working together with Lego</li> <li> Music Communication</li> <li> Zones of Regulation</li> </ul>

## TRANSFER ACROSS DIFFERENT PHASES OF EDUCATION

### **TRANSITION PLAN - ARRANGEMENTS FOR TRANSFER FROM PRESCHOOL TO THIS SCHOOL**

Where children are transferring from other settings, visits will be made to Danbury Park Community Primary School. Parents and carers 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 pupils with SEND are invited to visit Danbury Park Community Primary School 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 pupils 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.

Before the beginning of a new academic year, the SENCo will inform teachers and their LSAs about the pupils with SEND in their new 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 to ensure all adults working with pupils with SEND are clear as to the identified needs and how to support the pupil's learning.



### **TRANSITION PLAN - ARRANGEMENTS FOR TRANSFER FROM DANBURY PARK COMMUNITY PRIMARY SCHOOL TO SECONDARY SCHOOL**

When pupils 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. Pupils with SEND, where appropriate, meet with their new keyworkers both in the new setting and at Danbury Park Community Primary School.

The Annual Review held typically in Year Five for pupils with an Education and Health Care Plan begins the process where parents and carers are supported to make decisions regarding secondary school choice.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents or carers providing written notification of their child or children being 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 pupils but if there are any concerns, we encourage parents and carers 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, 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.