



Special Educational Needs and Disabilities (SEND) information report

Our Local Offer

Summary of the service we offer to children with Special Educational Needs

At Deanwood Primary School, our vision is for all children to be **Happy, Successful and Safe**. In order for this to happen, many steps are taken to support our pupils through their learning journey.

At Deanwood, we know that Quality First Teaching is key. However, some children may need extra support in order to help them to reach their educational potential.

Children and young people's Special Educational Needs (SEN) are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

When one or more of these needs has been identified, the decision may be taken to place a child on the SEN Register. The school's Special Educational Needs Coordinator (SENCO) will work closely with both school staff, parents/carers and outside agencies in order to support children appropriately.

Deanwood Primary School's SENCO is Mrs L Russell:

"I am responsible for ensuring that children with SEN are provided for throughout the school, following the Special Educational Needs Policy (this can be requested from the school office). I work with staff and parents/carers to set targets then plan and review interventions for children with SEN. I also liaise with outside agencies in order to gain more specialist support. Other SENCO responsibilities can be seen in the 2015 SEND Code of Practice: 0 – 25 years (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>). I am available to contact via the school office if you have any concerns or questions."

Glossary of commonly used SEN acronyms

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CAST	Child and Adolescent Support Team
ChiN	Child In Need
COP	Code of Practice
C&L	Cognition and Learning
C&I	Communication and Interaction
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EHCP	Education, Health and Care Plan
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NELFT	North East London Foundation Trust (provides child mental health services)
NC	National Curriculum
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PP	Pupil Premium
PSP	Pastoral Support Programme
S&P	Sensory and/or Physical Needs
SBSP	School Based Support Plan
SEMH	Social, Emotional and Mental Health
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SENSA	SEN Support Agreement
SpLD	Specific Learning Difficulty
TAF	Team Around the Family
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for Looked After Children and children of service personnel. If you feel that your child may be eligible for Pupil Premium Funding, please contact the school office for more information about how to sign up. By doing this, you will enable us to offer your child specific, targeted support.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid directly to schools for every pupil who receives Free School Meals. Schools decide how to use the funding as they are best placed to assess what their pupils need.

Schools are held accountable for the spending of Pupil Premium through the decisions they make. This is measured through the performance tables which show the performance of disadvantaged pupils compared with their peers. Schools are also held accountable through the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who receive Pupil Premium funding.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.' The link for Medway's local offer can be found below:

<https://www.medway.gov.uk/localoffer>

What will it do?

The Medway framework will allow the Local Offer to provide parents and carers with information about how to access services in their area as well as what they can expect from those services. With regard to education, it will let parents, carers and young people know how schools and colleges will support them and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools and trialled them with a small number of settings.

There are a series of questions (devised in consultation with parents, carers and other agencies) which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are Deanwood Primary School's responses to these questions:

1. How does Deanwood Primary School know if children need extra help?

- Concerns may be raised by Class Teachers or Teaching Assistants
- There may be a lack of progress
- There may be a change in the child's behaviour
- Parents or carers may raise concerns
- The child may not perform as well as expected in assessments
- A pupil may be asking for extra help

2. What should parents and carers do if they think their child may have Special Educational Needs?

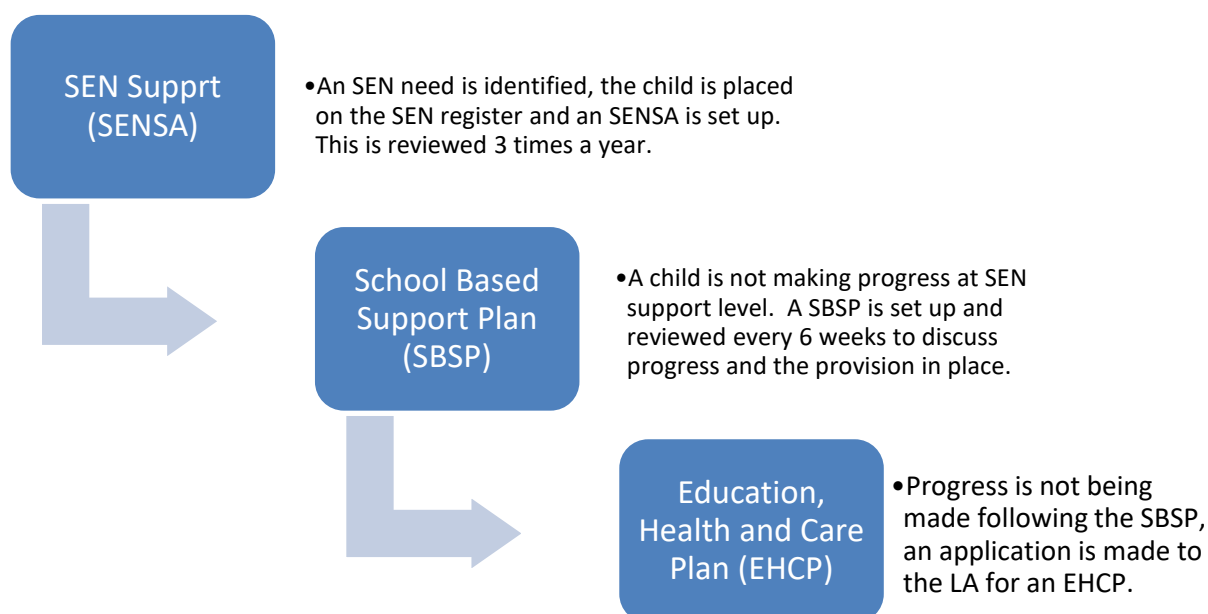
Initially, make contact with the Class Teacher regarding your concerns. Parents and carers can also make contact with Mrs Russell (SENDCO).

3. How does Deanwood Primary School support children with SEND?

At Deanwood Primary School we believe all children are entitled to an education which enables them to achieve their best and become confident individuals. These are the steps that we take to support children with SEND to reach their potential:

- Class Teachers plan for each child in their class. They will differentiate their teaching in order to meet individual needs. This differentiation may be through a variety of means such as: the provision of additional resources, scaffolded worksheets or the provision of extra support in a small group from a Teaching Assistant or the Class Teacher
- Interventions for specific areas of the curriculum will be planned for by the Class Teacher and monitored by the SENDCO. Intervention groups will be run by the Class Teacher or the Teaching Assistant. These interventions could be for Maths, English, Handwriting, Fine Motor Skills, etc. Interventions are reviewed regularly in consultation with the SENDCO (at least every 6-8 weeks). This allows staff to regularly monitor their impact and ensure that interventions remain appropriate. Interventions are recorded on a class provision map which highlights the Quality First Teaching being made available for the whole class as well as support for individual children
- Class Teachers meet with the SENDCO each term. The purpose of this meeting is to review the progress being made by children on the SEN Register in each class. The class provision map forms an integral part of this discussion. This meeting enables the SENDCO to ensure that planned interventions are as effective as possible and also that Teaching Assistants are being effectively deployed
- Pupil Progress Meetings are held five times per year. Within this meeting, the Class Teacher and the Senior Leadership Team (including the SENDCO) meet to discuss the progress of all pupils. Taking in to account discussions that have taken place, class provision maps are completed and returned to the SENDCO for monitoring one week after the Pupil Progress Meeting has taken place
- If it is felt that a child requires extra support from an outside agency, the SENDCO will make a referral. These agencies are listed in Question 9
- Once a referral is made, the agency may observe or assess the child and then send a report to the school including recommendations. These recommendations are then shared with the Class Teacher and parents/carers who will put them in place for the child, as appropriate

- The Governors at Deanwood Primary School are responsible for entrusting a named person, Mr David Giles, to monitor Safeguarding and Child Protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE
- Barry Rhodes is the school Governor with responsibility for overseeing the SEND provision
- The graphic below shows the process of increasing support if a child with SEND is not making the expected progress (please note that an EHCP application is a significant step and would require much thought from the class teacher, SENCO and parents/carers):



- Where an EHCP application is made the school follows all the appropriate steps set out in Schedule 1 of the SEND regulations 2014.

4. How will the curriculum be matched to a child's needs?

- The Class Teacher will scaffold work to enable all children to access the curriculum more easily
- Teaching Assistants may work with children in small groups or on a one-to-one basis to focus on their specific needs
- Specialist equipment might be provided for children in order to help them to access the curriculum eg: pencil grips, writing slopes, overlays, Move 'n' Sit cushions, fiddle toys etc.

5. How will parents know how their child is doing at school?

- We have two formal parents' evenings within the year. This is an opportunity for all parents and carers to discuss their child's progress
- Parents can informally speak to Class Teachers at the beginning and end of the school day. However, if parents require a longer meeting, they can arrange this

with the Class Teacher directly or via the school office. In addition, parents can request a phone call from their child's Class Teacher

- Each child is given a Contact Book at the beginning of the school year. This can be used to exchange messages between home and school
- If a child has been placed on the school's SEN Register, parents and carers will be given the opportunity to discuss the support their child is receiving (as identified on the class provision map) as well as the progress that they are making towards their SEN targets, at the two formal parents' evenings. In addition to this, parents and carers of children on the SEN Register will be offered a meeting to discuss provision and progress being made towards SEN targets in Term 5. Where appropriate, pupils will be encouraged to have an input in this review (usually via a discussion with the Class Teacher prior to the meeting taking place)

6. How does Deanwood Primary School help parents to support their child's learning?

- Your child's Class Teacher may suggest ways of supporting your child's learning through messages in the Contact Book or at meetings or parents' evenings
- Mrs Russell, the SENDCO, may meet with you to discuss how to support your child's learning at home or discuss strategies to use if there are problems with a child's behaviour/emotional needs
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home
- When parents and carers of children with an identified SEN meet formally with the Class Teacher (three times per year), they will be given a copy of their child's targets so that they can provide further support at home (if appropriate)

7. What support will there be for my child's overall well-being?

The school offers a variety of support for pupils who are encountering emotional difficulties. These include:

- Members of staff eg: Class Teacher, Teaching Assistant and SENDCO who are readily available for pupils wishing to discuss any issues and concerns
- Social Skills groups (if appropriate) may take place in individual classes or across a Key Stage to support specific children
- PSHE and Circle Time in class
- Our trained ELSA (Emotional Literacy Support Assistant), Mrs Cavell, works with children on an individual basis to support them with their emotional wellbeing. Referrals to see Mrs Cavell are coordinated by the SENDCO as there is usually a waiting list.
- Mrs A Russell runs an intervention called Emotional Toolbox for small groups, class teachers make referrals for this intervention
- Philosophy for Children sessions
- Early Help may be used to support the wellbeing of a child and their family. The child is invited to attend if appropriate
- Where necessary, parents and carers may be invited to attend an Attendance Clinic with the Attendance Advisory Practitioner and the Headteacher to improve attendance

8. What support will there be if my child has medical needs?

- If a pupil has medical needs then a detailed Health Care Plan is compiled by Mrs Russell in consultation with parents and carers. These are discussed with all staff involved with the pupil and clearly displayed in the Classroom and Medical Room

- Health Care Plans are reviewed each year or more frequently if needed
- Specific training will be provided to staff by medical professionals as appropriate eg: Diabetes Nurse
- If necessary (and with the parents' and carers' agreement), the school nurse will come in to talk to parents or children
- Where necessary (and in agreement with parents and carers), medicines are administered in school. A form is in place to ensure the safety of both the child and the member of staff
- Key staff are First Aid trained and key staff in the EYFS have had Paediatric First Aid training
- Please see the 'Supporting Pupils with Medical Conditions' policy for more information

9. What specialist services and expertise are available at or accessed by the school?

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Speech and Language Therapist
- Occupational Therapy
- Bradfields Outreach Service
- Educational Psychology Service
- Medway Hospital (Paediatricians)
- CAST (Child and Adolescent Support Team)
- CAMHS (Child and Adolescent Mental Health Service)
- Attendance Advisory Practitioner
- PASS (Physical and Sensory Service) to support pupils with hearing/visual impairment
- Inclusion Team
- Social Services
- MAGIC (Medway Autism Group and Information Centre)
- School Nurse
- Marlborough Outreach Team

An Educational Psychologist is allocated to each school. They would normally only work directly with pupils whose needs are felt to be quite considerable and who have not responded well to the interventions previously put in place for them. This involvement is generally planned at the In School Review (ISR). These are meetings held three times a year between school staff and other professionals (as appropriate). The aim of the ISR is to gain an understanding of and try to resolve a pupil's difficulties. In order to help better understand the pupil's educational needs, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent or carer on how to best support the pupil in order to take their learning forward.

10. What training have the staff supporting children and young people with SEN had or are having?

Mrs Russell has gained the National Award for Special Educational Needs Co-ordination.

All staff have received training related to SEN. These have included sessions on:

- Safeguarding

- TEAM Teach
- Autism Awareness
- Attachment Awareness
- Precision Teaching
- Teaching Assistants deliver Speech and Language programmes in consultation with the Speech and Language Therapist
- Teaching Assistants deliver Occupational Therapy programmes in consultation with the Occupational Therapist
- Phonics Training
- Dyslexia Friendly Classrooms

11. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all:

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff
- After school clubs are offered throughout the year. Places are allocated on a first come, first served basis with names being placed on a waiting list should they be oversubscribed
- Breakfast Club runs from 7:30a.m. to 8:30a.m. This necessitates an additional charge and pre-booking; please contact the school office for further details
- After School Club runs from 3:30p.m. to 6:00p.m. This necessitates an additional charge and pre-booking; please contact the school office for further details

12. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements. Facilities we have at present include:

- The building is all on one level to make the building accessible to all and there are ramps on the playgrounds for this purpose
- A disabled parking space
- A toilet adapted for disabled users
- Facilities for nappy changing
- Double doors for access throughout most of the school
- A medical room
- Visual timetables are displayed in all classrooms

13. How will the school prepare and support my child when joining Deanwood Primary School, transitioning to a new Year Group or transferring to a new school?

Deanwood Primary School understands what a stressful time moving schools or Year Groups can be. Therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

Children joining in Year R:

- There is a meeting for new parents and carers in Term 6 for all children who will be joining the EYFS in September
- Transition events for children take place in Term 6

- Parents and carers have the opportunity to have an individual meeting with Year R staff in Term 6
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs Russell, nursery staff and the parents or carers
- Mrs Russell is always willing to meet parents and carers prior to their child joining the school or after they have started

Transition to a new class each academic year:

- Transition days are held at the end of Term 6 to enable all children to meet their new Class Teacher, spend time in their new Classroom and start to become familiar with their new routines
- Meetings between Class Teachers to ensure that all necessary information is passed on
- Pupils who may find this more difficult are given additional support where needed (in consultation with outside agencies if appropriate)

Children joining at other times:

- Children who join Deanwood at a later date are given a tour of the school alongside their parents or carers and the provision offered is explained
- Previous schools are contacted to gather information. This information is shared as appropriate
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs Russell, the previous school's SENDCO and the parents or carers
- Mrs Russell is always willing to meet parents and carers prior to their child joining the school or after they have started

Children joining with an identified disability:

- The admission arrangements would not be any different in this circumstance, however Mrs Russell is happy to meet to discuss any specific arrangements that would need to be implemented
- If required, teaching could be put in place for the existing children in the class to support their understanding of the disability their new classmate has
- The school nursing team could also be contacted to offer support

Children leaving Deanwood to join other schools

- Where notice is given, the SENDCO can liaise with the new school to pass on information
- All necessary SEN paperwork is passed on to the receiving school

Transferring to secondary school:

- If paperwork is received from the secondary school, it is completed by the Class Teacher (in consultation with the SENDCO if appropriate)
- Secondary school staff visit pupils prior to them joining their new school
- Year 6 pupils attend a variety of transition days at their new school in the Term 6. If additional visits are needed for individual pupils, then these can also be arranged
- All necessary SEN paperwork is passed on to the receiving secondary school
- Where a pupil may have more specialised needs, a separate meeting can be set up with Mrs Russell, the secondary school SENDCO and the parents or carers
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14. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs
- Resources are requested and ordered as necessary to support pupils' learning
- Pupil Premium payments are used to support these pupils with their learning, development and wellbeing
- The Governing Body is kept informed of funding decisions
- Resources may include deployment of staff, depending on individual circumstances
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings, SEN Progress Meetings or if a concern has been raised at another time during the year
- If concerns are raised after assessments have been undertaken, further support or resources may be allocated to your child

15. How is the decision made about how much support my child will receive?

- When a child joins the school, support is allocated based on the information provided by the feeder school or nursery. Class Teachers will allocate Teaching Assistants to deliver interventions or support in class (either 1:1 or in small groups). This support will be detailed on the class provision map
- During their school life, if concerns are raised about a pupil's lack of progress or well-being, other interventions will be arranged
- Decisions are made in consultation with the Class Teacher and Senior Leadership Team
- Decisions are based upon tracking of pupil progress and as a result of assessments being made by outside agencies
- Pupils may be discussed at an In School Review (ISR). This is a meeting that is held in school three times per year and is an opportunity for staff, the SENDCO and the Educational Psychologist to meet and try to provide solutions to problems that have not been solved by the provision of Quality First Teaching
- Parents/carers can request to see an outline of the support their child is receiving

16. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the Class Teacher
- Discussions at Parents' Evenings
- Discussions with Mrs Russell or professionals from outside agencies
- Parents of children on the SEN Register are also encouraged to attend an additional meeting in Term 5 to review their child's progress towards their SEN targets

17. Who can I contact for further information?

If you wish to further discuss your child's educational needs or have any concerns about the provision being made for them at school, please contact one of the following via the school office on 01634 231901:

- Your child's Class Teacher
- Mrs Russell – SENDCO
- Mrs Wright – Head of School

Medway Council's Local Offer:
<https://www.medway.gov.uk/localoffer>