

Denaby Main Primary School

Brief description of the school

Denaby Main Primary School caters for children aged 3-11 years old. We are a local Authority School that strives to Inspire children so they can Aspire and most importantly Succeed. Inspire, Aspire, Success.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Assessments are completed at the beginning of each academic year. Children are involved with their learning journey as much as possible: targets are accessible to children during all lessons, which means that children actively aim to achieve them and discuss this with teachers on a regular basis.

Children are assessed once per term and their results are analysed in relation to their baseline assessment and end of year target. Children are placed in intervention groups if assessments show that they are not meeting their expected level of progress. If required the SENCO and Teacher will set more specific targets and talk to other professionals to maximise the attainment and progress of the child. If children are exceeding their targets then they will move on to achieving the objectives at mastery level.

Parents are notified immediately by the teacher or SENCO if there are concerns around the progress of their child.

How we involve parents and carers in meeting the needs of their child and in whole school developments

All parents are invited to meet with their child's teacher three times per year. The teacher will share the progress the child has made so far and how the child can improve further.

Children are also able to share their achievements in class assemblies or in a class share at the end of day offered at least termly.

Parents are given leaflets which outline the learning each half term.

Parents are notified immediately by the teacher or SENCO if there are concerns around the progress of their child.

Parents will be offered support and liaison through the teacher, SENCO and Pastoral Support Officer.

When a SEN Support Plan is required, parents will actively contribute to informing school of the strengths and areas to improve for their child through methods suitable to the individual parent, whether this is spoken at the meeting or shared with a member of staff to express on their behalf. Regular meetings will take place to monitor these targets and assess progress. These targets will be explained carefully to the child and incentives are given for the child to achieve them.

How we will involve your child in the planning and review of their support

Where appropriate, children with SEN will attend the Support Plan meetings where they are able to contribute to the discussions regarding their education. They are actively involved in target setting and systems to achieve their targets. It is important to:

- listen to their views and opinions about their learning;
- discuss the purpose of assessments and learning programmes;

- encourage them to participate in and make decisions about the provision for their learning, taking an active role in target-setting and review

How we match the curriculum, teaching and learning approaches if your child has SEN

- Class staff teams know the profile of their class and individual needs and learning activities are planned to match children's learning needs (Differentiation).
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.
- Each class has a teacher and a teaching assistant. If children have an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available.
- Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, move n sit cushions. Reasonable adjustments are made wherever possible for children access the curriculum to the fullest.
- We will ensure that all staff know and understand the needs of all pupils.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

How we provide additional support if your child has learning needs

At Denaby Main Primary we have an extremely inclusive approach to teaching young children with SEND, ensuring that all children, regardless of need, achieve their personal potential. We are confident that this is achieved through a climate of care, understanding and challenge. We address and respond effectively to the diversity of needs of all learners through increasing participation in learning and empowering children.

- High expectations of all learners
- Shared knowledge and understanding of learners needs by all adults and children
- Peer and adult support
- Differentiation of activities
- Use of specific equipment
- Use of additional time

How we provide additional support if your child has social and communication needs

Pupils identified with social and communication needs have access to a range of social programmes in school delivered by well-trained learning support assistants or class teachers. In addition pupils may be taught in small groups or on a one to one basis in order to address specific areas or need. Where necessary, specialist expertise is brought in to support with key strategies and targets.

How we provide additional support if your child has physical, sensory and/or medical needs

Pupils identified with physical, sensory and or medical needs have the curriculum and learning environment adapted according to their need. All staff within school are aware of all pupils with these identified needs. All pupils with physical needs have daily timetabled physiotherapy sessions. Sessions are delivered either by a trained LSA or physiotherapist in school. A physiotherapist visits the pupils and staff at least once a term in order to review progress and targets set. All pupils with a physical or medical need have a medical plan identifying specific information that may affect a child's learning day in school. School has a range of support in place depending on the specific sensory need identified. Additional adults are placed in order to meet the needs of these pupils. Small group activities or 1:1 sessions are implemented in order to address specific sensory difficulties.

How we provide help to support your child's emotional health and well being

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions for example through the use of a visual timetable. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a 'circle of friends' or 'circle time' involving a group or whole class. Children can approach an adult to request a time to talk about something important to them or a concern.

How we promote developing independence

At Denaby Main Primary, our pupils are at the centre of everything we do. As a result, all learning for all groups of learners is personalised and child centred. We encourage pupils to adopt ownership of their learning which cascade to all pupil groups including those with SEND. All pupils have strong relationships with the adults within our setting with adults creating a supportive environment.

How we measure and review your child's progress against their targets and longer term outcomes

Pupils identified with SEND have regular support plan meetings with all professionals concerned where targets are set and reviewed at regular intervals throughout the year. Long term outcomes are set at the onset of the year or start of the support plan meetings. Academic learning targets on Support Plans are set following assessments and are reviewed every term or half term.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

School has a very detailed Accessibility Policy and Safeguarding Policy that detail all key areas of the learning environment in order to ensure that key areas of our school remain safe for all learners with SEND.

How we include children with SEND in the life of our school

Where possible all pupils with SEND have access to all areas of school life. Throughout the year at Denaby Main Primary we endeavour to ensure that activities and learning is appropriate for all learners or can be adapted to include all learners. Additional support is provided without exception to pupils who should require more support during unstructured times.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCo (S. Harrison) attends regular training to ensure she is informed about local and national developments.

School support staff are offered regular CPD opportunities delivered within school. All school staff are offered training related to their current skills and needs. This may involve specialists delivering training, visits to other schools or training courses delivered externally.

Various adults in school are trained in specialist areas of SEN.

School also seeks advice and support of specialist agencies such as Educational Psychologists, Speech and Language Therapists, School Nurses etc. where necessary.

External support and expertise we can call upon to help us to meet children's needs

Working with External Agencies:

Although most of the children's programmes are implemented by the class teacher, there is also opportunity to have further support from a variety of agencies for both teachers and pupils.

These include:-

- Educational Psychologist Service
- The Educational Welfare Service
- Behaviour Units
- The Health Service
- Social Services
- Diagnostic and Assessment Units
- Autistic Units
- Speech and Language Services (including speech therapists and multicultural education)
- Service for the Hearing Impaired pupil
- Service for the Visually Impaired pupil
- Voluntary Support Services e.g. The Dyslexia Association
- SAIDSEND - Support, Advice, Information Doncaster Special Educational Needs and Disabilities

How we prepare children to join our school

At Denaby Main Primary we have very good links with our feeder schools/nursery settings. Prior to transition, it has been common policy for SENCOs to make contact and hold meetings sharing key information about pupils with SEND or additional needs/concerns. In these meetings all professionals together with parents and the child where necessary, have the opportunity to share important information regarding key pupils and ensure appropriate support is in place prior to the child starting school. Where appropriate, transition mornings/afternoons or days are organised giving new pupils the opportunity to experience their new setting and meet new staff prior to commencing the new term.

How we prepare children to move on from our school

At Denaby Main Primary we also have very good links with our secondary school settings and prior to transition, meetings as outlined above are also held in order to share key information and pass on relevant files. Throughout Year 6 the SENCO from the secondary school is invited to support plan/annual review meetings in order to set long term outcomes. Where it is thought by all professionals that special

school is the most appropriate setting for a child at this stage, steps are taken early in the year to provide the appropriate evidence.

All children spend a transition week prior to the summer holidays in their next class with their new teacher to complete a special project. If appropriate, children will also complete a transition booklet with an LSA, which they can refer to over the summer holidays.

How we deploy our resources to meet the needs of children with SEND

Resources are deployed in the following ways:

- Staffing
- Teaching resources
- ICT e.g. I pads to support pupils with reading, writing, phonics and numeracy.
- Where required further specialist advice

Contacts for more information

Head teacher/ Principal: V Stinson – Executive Head Teacher & Miss S Harrison – Head of School

SENCo: Miss S Harrison - Head Of School

Pastoral Support & Child Protection Officer: Mrs K Davies

Education Welfare Officer: Mrs L Mathers (Assistant Head) & Mrs J Hand (School Office)

Chair of Governing Body: Mrs S Williams

Address: School Walk, Denaby Main, Doncaster, DN12 4HZ

Telephone: 01709 863622

Email: admin@denaby.doncaster.sch.uk

Website: <http://www.denaby.doncaster.sch.uk/>

SEND Policies and SEN Information Report link(s):