



DANE ROYD J&I SCHOOL

SEND Information Report

**Review frequency:
Annually**

**Approval by:
Chantal Midgley**

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Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

The SEN report is written to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the SEN and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

What types of SEN do we provide for?	We refer to the term “Special Educational Needs” if a child: - Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. - Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age. The difficulty or disability may relate to: • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy • Moderate/severe/profound and multiple learning difficulties
How do we identify and assess pupils with SEN?	The school promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. A rigorous assessment procedure to track children’s progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children’s learning difficulties. We incorporate these procedures into our normal working practice. Parents are informed of all steps in this process. Following assessment and Staff consultation a child’s special needs are identified and the needs are recorded on the SEND Register. The Class Teacher is responsible working alongside the child and parents to write a One Page Profile/Supporting Me to Learn Plan/Supporting Me to Thrive Plan. This will provide details of the child’s needs, targets and success criteria. It is important that the child writes and owns the One Page Profile/Supporting Me to Learn Plan in order for it to work successfully. The Class Teacher has responsibility for managing and keeping the One Page Profile/Supporting Me to Learn Plan/Supporting Me to Thrive Plan updated.

	Class Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings as required.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	Mr Davison is school SENCO. He is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. He will liaise with parents and relevant outside agencies. He will attend and deliver appropriate in-service training in order to meet new developments with policy and practice. He will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist support from external agencies will be sought. <i>Mr Davison can be contacted through the school office or by telephone on 01924 242917</i>
What is our approach to teaching pupils with SEN?	Teaching and Learning Raising children's achievement is our main focus. We do this by constantly reviewing provision and creating an enjoyable and exciting curriculum. Teachers use a wide range of data to measure the impact of teaching on the children's learning. When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to their individual needs of their pupils. The National Curriculum and the EYFS Outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through: • setting suitable learning challenges; • responding to children's diverse learning needs; • overcoming potential barriers to learning and assessment for individuals and groups of pupils; • providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children; • working in partnerships with parents and other agencies. Furthermore, the curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are differentiated and Staff employ a variety of teaching and learning styles. A high level of support is provided by a strong team of Teaching Assistants. Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets and discuss these with pupils and parents

Teachers are familiar with the relevant equal opportunities' legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when the One Page Profile/Supporting Me to Learn Plan is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve.

How do we adapt the curriculum and learning environment?	Intervention: Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of: • using different learning materials in the classroom • making reasonable adjustments within the physical environment • making reasonable adjustments to routines • Support Staff in the classroom • a more focused level of support in a small group withdrawn from the class • focused work to be completed at home Frequency and Timing of Support This is arranged and timetabled by the SENCO, Class Teachers and professionals from outside agencies. Teachers, generally provide the intervention so that they can adapt provision according to need. Organisation of Support Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. School adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories: • Direct or indirect support in the classroom • Focused withdrawal support from the classroom Disapplication and Modification The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to

	follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.
How do we consult parents of pupils with SEN and involve them in their child's education?	We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns and listen to the pupils voice • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. We will work closely with parents in support of children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
How do we consult pupils with SEN and involve them in their education?	Informal review and liaison between parents, support staff and class teachers occurs as frequently as is necessary, sometimes daily. Parents and outside agencies are invited to attend formal reviews which are conducted in line with LA guidance. Statements / EHC Plans are subject to annual review which will include information about the child's progress. Further reviews can be arranged at any time if significant concerns arise.
How do we assess and review pupils' progress towards their outcomes?	Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

We will record, on a Learner Profile and a Supporting Me To Learn Plan/Supporting Me to Thrive Plan, the strategies used to support the child. They will show the short term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. Information from external support services will be included in the Learner Profile and Supporting Me To Learn Plan/Supporting Me to Thrive Plan. Wherever possible any new strategies will be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request.

The assessment will usually be reviewed once a term.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Assessment is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Nursery through to Year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

How do we support pupils moving between different phases of education?	Transition work is not just carried at the point of transition between key phases, it is carried out on an annual basis. Pupils are prepared for the transition to their new class teacher through visits, transition booklets containing written and visual information. All assessment information and individual pupil needs and requirements, intervention programmes and specialist equipment information is shared between the old and new class teachers and support staff. At point of transition to a new school or high school, the SENCO will meet with the SENCO of the new school to ensure all information is accurately shared along with all records. Additional transition programmes are put in place by out catchment high school to ensure smooth transition.
How do we support pupils preparing for adulthood?	The school provides a personalized programme to enable children to develop their areas of need such as; • Developing self-care skills • Developing independence • Communication skills with peers and adults • Additional and robust transition to secondary provision • Support for parents to manage expectations and aspirations
How do we support pupils with SEN to improve their emotional and social development?	We recognize that some children may need different levels of support at different times throughout their education. We ensure that we work with parents/carers closely to ensure we are fully meeting not only the child's needs but the family's needs. A detailed scheme of work is in place throughout school for RSHE and aims to encourage communication between children and their peers. They have opportunities to discuss their own thoughts and feelings. Intervention programmes such as • Musical interaction • Social stories • Time to talk Addition support may include • Meetings with parents and pupils to share any concerns • Support programmes for friendship groups • Learning mentor time • Referrals to organisations such as, CAHMS, WISENDSS, Educational Psychology

What expertise and training do our staff have to support pupils with SEN?	Our staff are extensively trained across a wide spectrum of need. Training is identified based on an analysis of a child's needs. The school works closely with the local authority professional agencies and accesses support and training as and when necessary. A training record is kept up to date in school allowing the senior leadership team to deploy staff according to identified needs. We have recently become an Autism Education Champion School and have 2 member of staff that have Level 5 Diplomas in Trauma and Mental Health.
How will we secure specialist expertise?	When a child is demonstrating further cause for concern or their learning need is more complex than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when: • a child continues not to make adequate progress • continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness • continues to have difficulty in developing Literacy and Numeracy skills • has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme • has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service • has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning • a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given. The external specialist may: • act in an advisory capacity to refine targets set by the school • extend the expertise of the teaching Staff • provide additional assessment

	• be involved in supporting the child directly • suggest that a statutory assessment is advisable • consult with all parties involved with the child • advise that a My Support Plan (MSP) is written. This will contain all information about the child and their progress to date. All parties, including health and other agencies involved with the child contribute to this plan. When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Wakefield.
How will we secure equipment and facilities to support pupils with SEN?	Some children in our school have disabilities and need additional resources. The school is committed to providing an environment that allows these children access to all areas of learning. The designated points of entry for our school allow wheelchair access. The Reasonable Adjustments Duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The Act extends to make reasonable adjustments to cover the provision of auxiliary aids and services for disabled pupils. It identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special educational needs but may still have rights under the Equality Act. We will assess each child as required and make the appropriate provision based on their identified needs.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	In order to involve other organisations in meeting the needs of the pupils with SEN and supporting their families we share information with the Local Authority which may include: • information about the child's progress over time • documentation in relation to the special educational need • details of action taken by the school to meet the child's special educational needs • particulars of any special resources or arrangements put in place. • records of regular reviews and their outcomes • health reports, including medical history where relevant • national assessment levels and reports or records of progress compiled by the teachers • educational and other assessments, for example from an advisory teacher or an Educational Psychologist

	reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.
How do we evaluate the effectiveness of our SEN provision?	The school reports on outcomes for SEN pupils via the Governing Body. This is through the Standards Committee and the main Governing Body meeting, The Headteacher presents a written report to the Governing Body three times per year, which includes a report on the effectiveness of our SEN provision. We evaluate the effectiveness of provision for pupils with SEN by: - Reviewing pupils' individual progress towards their goals each term - Reviewing the impact of interventions - Using pupil voice - Monitoring by the SENCO - Holding annual reviews for pupils with statements of SEN or EHC plans
How do we handle complaints from parents of children with SEN about provision made at the school?	The school has a complaints process that is published on the school website and available in hard copy from the school office. However, we hope that as an inclusive school that parents are able to talk to us directly and to work with us to help understand any concerns or talk about the provision that we are able to put in place at our school.
Who can young people and parents contact if they have concerns?	In the first instance Mr Davison, SENCO. Any member of the school staff will be able to support pupils and parents as well as signpost them to the correct member of staff for additional support. Miss Kelly, Mrs Kendall, Mr Lee and Mrs Hemingway are all Designated Senior Leads for Safeguarding in school. WESAIL- WESAIL is a service available to parents and carers of a child or young person who has, or may have, Special Educational Needs. There contact details are as follows: 01924 304152 WESAIL@barnardos.org.uk www.barnardos.org.uk/wesail-wakefield

	SENDIASS- www.kids.org.uk
What support services are available to parents?	The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through parent consultations, school newsletters, annual reports, SEND reviews, school website and twitter updates. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. School Agency Partners include: • Education Psychologist • Learning and Cognition Team • Communication, Interaction and Access Team • Child and Adult Mental Health Service • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Hearing Sensory Support • Visual Sensory Support • Behaviour and Exclusion Support Team • Health Service • Welfare Service • Social Service • Pre-5 Service • REACH Team (Looked after children) • SENART (Special Educational Needs Assessment and Review Team)

Where can the LA's local offer be found? How have we contributed to it?

Wakefield's SEND Local Offer can be obtained from <http://wakefield.mylocaloffer.org/Home>

