

DPS School Information Report – Special Educational Needs Provision



Deneholm
Primary School

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Our aims for children with special educational needs or disabilities

At Deneholm Primary School, we maintain that every child is unique and special. We are committed to ensuring that every child is provided with the opportunities and support, within a rich and varied curriculum and safe, caring and stimulating environment, which enables each child's chance to reach the highest possible standards.

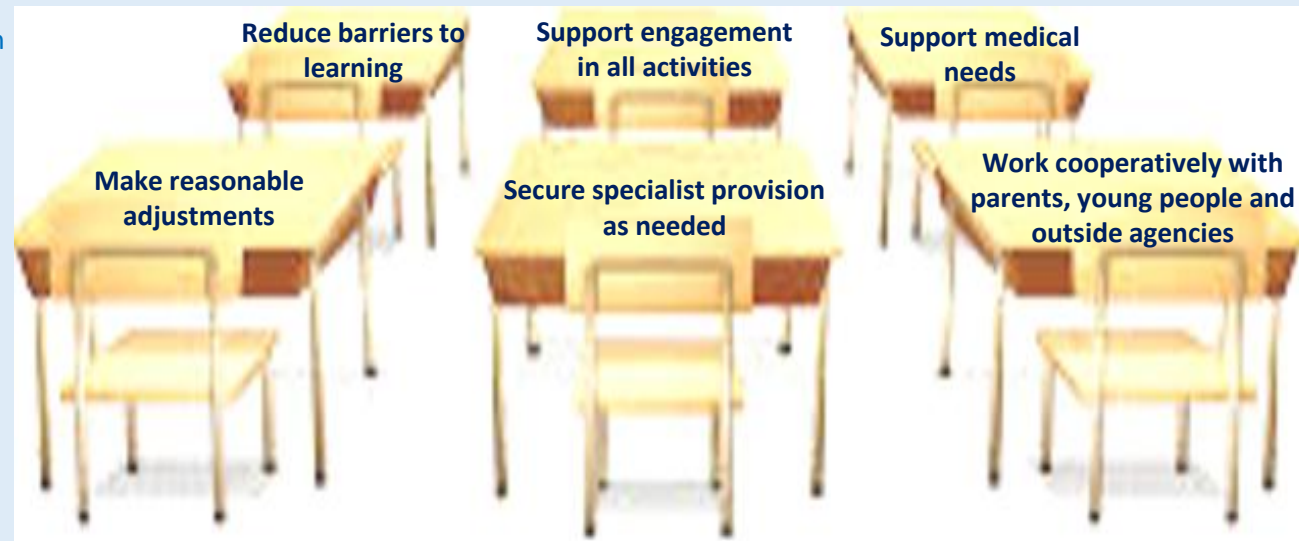
We aim to:

- Raise the aspirations of, and expectations for all pupils with SEND.
- Focus on outcomes for children rather than just on hours of provision.
- Support children to make progress in line with, or exceeding their expectations.
- Encourage children and young people to become more independent in their learning in order to prepare them for life after school.
- Support children and young people to make a successful transition from primary school to secondary school and beyond.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEN Code of Practice, 2014)

*Many children and young people who have SEN may have a **disability** under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*



Objectives:

- For staff seek to identify the needs of pupils with SEND as early as possible.
- To closely monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- To work in partnership with outside agencies when a pupils' needs are unable to be met by the school alone.
- To create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to have a voice.
- To provide support and advice for all staff working with pupils with special educational needs.

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Identifying Special Educational Needs

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

There are four broad areas of need recognised.

Cognition and Learning Needs

Speech, Language and Communication Needs

Social, Emotional and Mental Health Needs

Physical and Medical Needs

Children, or young people, who require teaching or support that is **additional**, or **different**, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessments carried out in school.

Our admission procedures ensure that we are able to identify and consider any specific needs for new children and then we plan the provision required to support those needs. This includes consideration of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum, to include the use of assistive technology
- Inclusion in extra-curricular activities

Cognition and Learning Needs cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), global difficulties, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a some physical disability or sensory impairments.

This includes: dyslexia, dyspraxia, dyscalculia, visual stress.

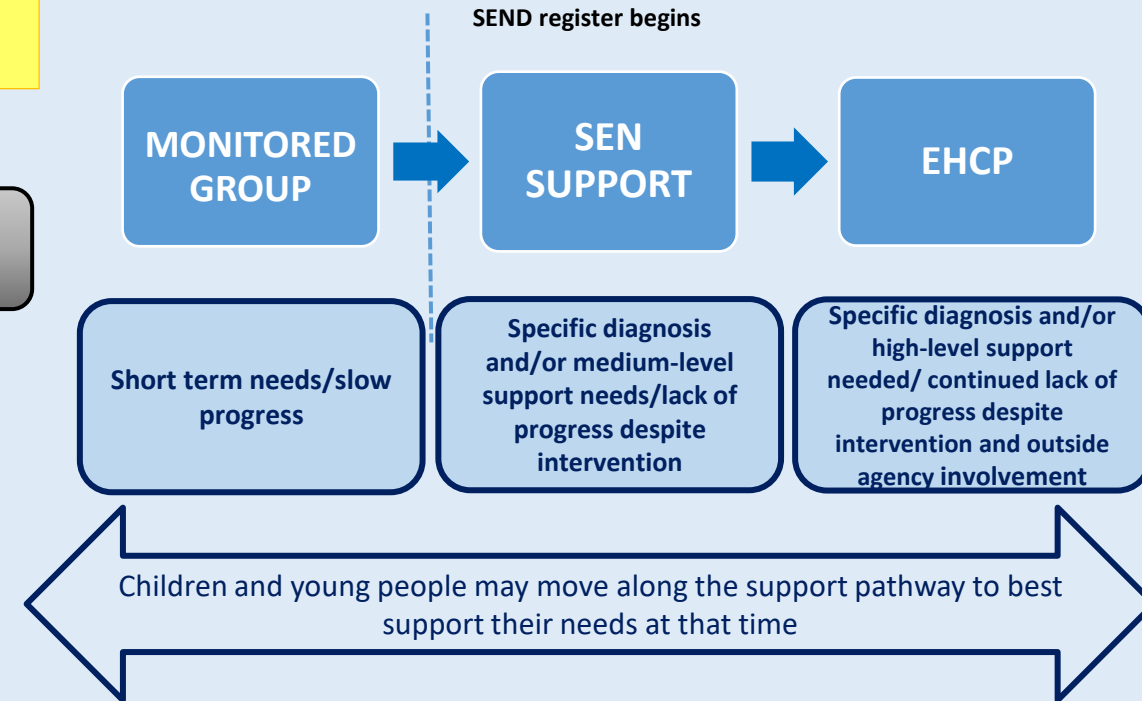
Speech, Language and Communication Needs present a difficulty in communicating with others. This may be due to difficulty saying what they want to, understanding what is being said, or not understanding the rules of communication.

Includes: Autism Spectrum Needs, ADHD, some physical disabilities, attachment needs.

Children who speak English as an additional language may also benefit from communication support.

Behaviour is seen as an indicator of a possible underlying need. As a school, we will recognise that behaviour is always a communication. We are committed to identifying any behaviour that stems from an underlying need, and will work with each child and their family to support their individual needs.

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Social, Emotional and Mental Health difficulties can manifest in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs include disabilities that prevent or hinder them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. This includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Support

DPS has a strong ethos of inclusion. We are committed to ensuring that every child has the opportunity to achieve their best, become confident individuals with fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

Quality First Teaching (QFT) is a measure of effective practice. Our class teachers provide an educational experience that allows for all children, including those with SEND, to make expected progress or better. Teachers assess the needs of all pupils and plan how they will meet their needs in the classroom to allow pupils to support them to make progress. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality first teaching is part of the graduated response cycle of assess, plan, do and review.

There are three broad tiers of support above quality first teaching. This is not a linear model; some pupils with SEND will receive a personalised programme of support that may encompass one or more tiers.

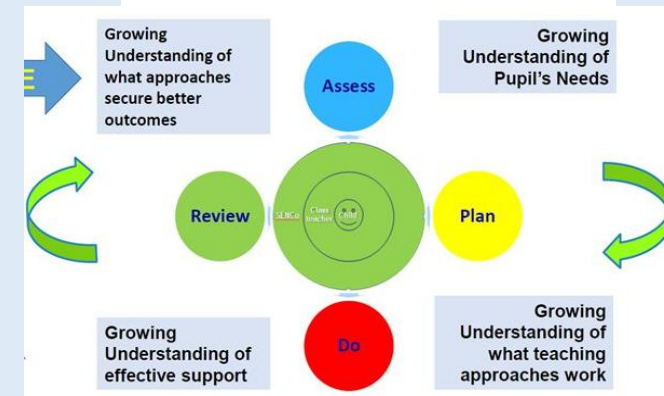
Tier 1
Support from class teacher
All pupils with SEND

Tier 2
Support from the SEND team
Some pupils with SEND

Tier 3
Support from specialist practitioners
Some pupils with SEND

Support is reviewed at least three times per year; in some cases more frequently. Provision within an Education, Health and Care Plan is discussed and amended as necessary in the Annual Review.

The Graduated Response



Assess

Identification of SEND:
Transition information
Internal assessments
Parental referral
External assessments

Plan

Planning support:
Discussions with parents
Discussions with pupil
Discussions with teachers
Advice from specialists

Do

Ensuring support:
Key information for teachers
Reasonable adjustments
Specialist programmes
Additional adult support

Review

Evaluation of support:
Subject assessment data
Specialist assessment data
Review of personal targets
Discussions with teachers, pupils and parents

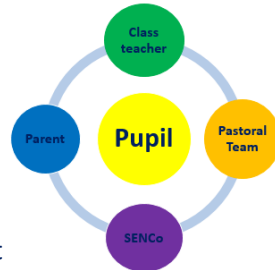
School based support

All students with SEND

- Personalised SEN/EHCP support plan
- Effectively planned lessons
- Reasonable adjustments in lessons to reduce barriers to learning

Some students with SEND

- Specialist equipment or additional adult support
- Small group or individual specialist interventions
- Additional sessions in core subjects like English and Maths



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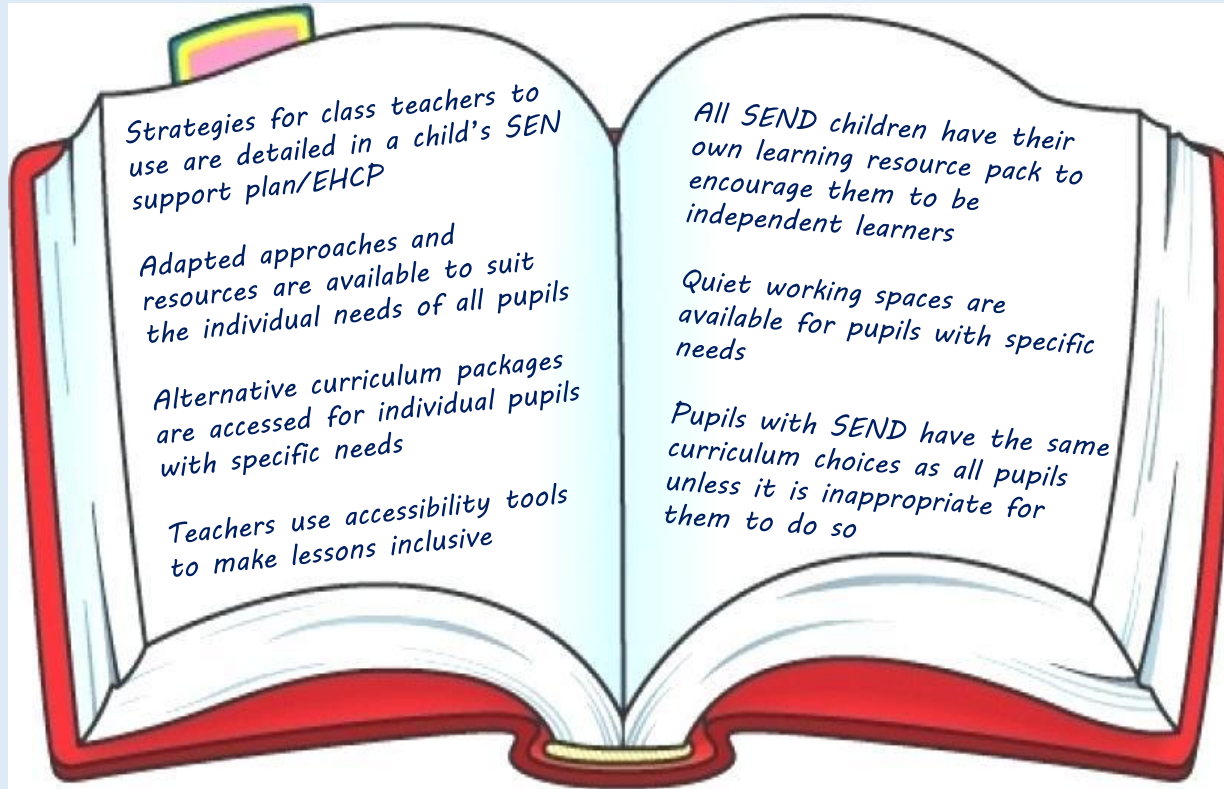
External support

- Thurrock Local Authority SEND Team including Educational Psychology, Schools Wellbeing Team, Schools Mental Health Support Team
- Professionals: Occupational Therapy, Speech and Language Therapy, Physiotherapy, Hearing Impairment Team, Visual Impairment Team, Treetops Outreach, Beacon Hill Outreach, Paediatrician
- CAMHS – Mental Health Support service
- Information, Advice and Support Agency
- Health care (to include school nurse, hospital services)
- Counselling services – Open Door, St Luke's

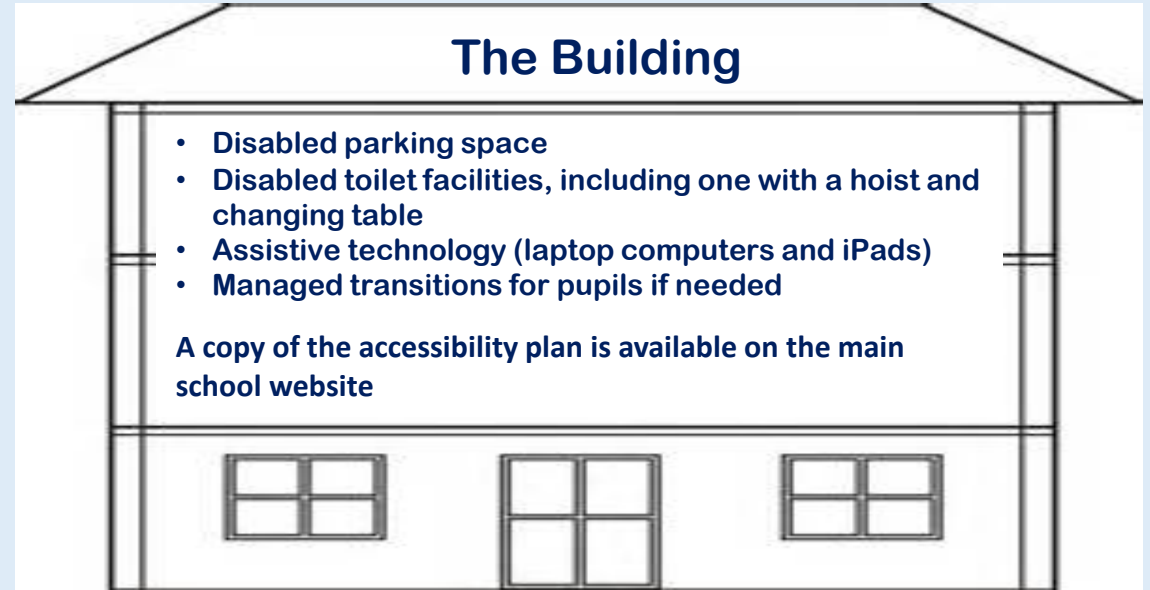
Inclusive Education

We welcome pupils of all abilities and backgrounds into our caring and challenging learning environment and through our highly skilled and compassionate team of staff, seek to create an exceptional learning community where everyone can excel.

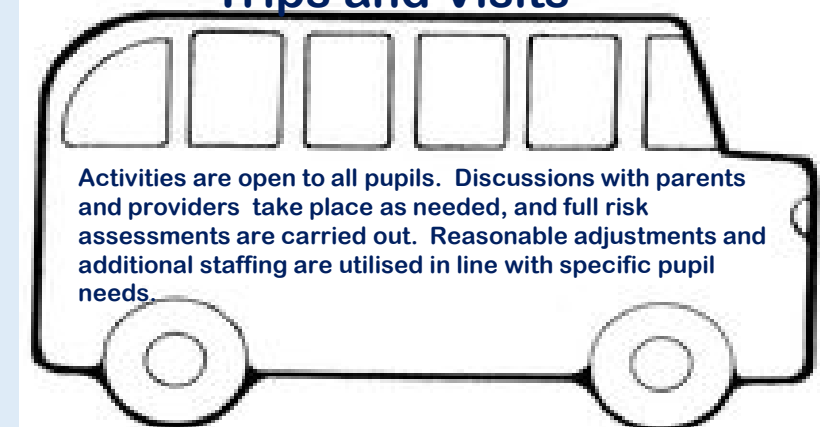
The Curriculum



The Building



Trips and Visits



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SEMH support at our school

At Deneholm Primary School we are committed to meeting the individual needs of all children, including supporting them to develop their behavioural, emotional, social and mental health skills. We are an inclusive school and are aware that there are many reasons why a child may be displaying these difficulties in school and so ensure the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together.

We have a strong pastoral team which includes the SENCO, Behaviour Lead, Behaviour Support Assistant and Pastoral Assistant. We also access counselling through the Open Door service to work with identified children with parental consent. As a team we provide a range of support strategies and interventions to support the children in developing these skills and can provide advice for services parents can access within Thurrock.

The Reflection Room

This is managed by Mrs Kempster, with support from Mrs Casson and Mrs Walker.

The children are encouraged to access the room if they are feeling upset, worried or angry so that any issues can be dealt with quickly.

The staff deliver a range of SEMH interventions including Anxiety Gremlin, Lego Therapy, Social skills, Friendship skills, Conflict Resolution, Superboys, Zones of Regulation, ELSA and Drawing and Talking.

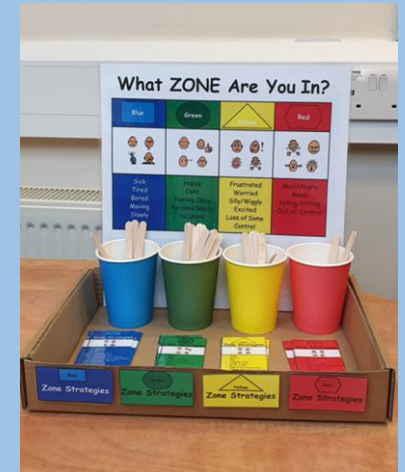
They also offer a supervised space for movement and brain breaks as well as reward time when children achieve their daily targets.



In classrooms

Every class has a Regulation Station which a child can access when they need to. In this area there are a wide range of resources including emotions and feelings posters, fiddle and calming aids to help a child to self-regulate and then settle back to their learning.

Our classes also have a Zones of Regulation 'check-in' when they enter class in the morning and after lunchtime. This enables adults to identify any child who is upset/ worried and then promptly provide them with the appropriate support.



Staying Informed

We offer an open-door policy and encourage parents to speak to a member of staff straight away if they have any concerns or questions about their child and/or their child's education.

Pupils are assessed in every lesson against the learning objective and their personal targets. Each half term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are shared each term either at parents evening or in an end of year detailed report.

The school regularly texts, emails or contacts parents by phone to discuss any concerns or progress. Praise, rewards and behavioural concerns are logged and can be discussed with parents on request.

SEN Review meetings

All children on our SEND register will have a SEN support plan if they are on SEN Support or have an EHCP. These documents are reviewed three times a year, in partnership with the child and their parents by the class teacher and/or SENCo.

Annual Review

All children with an EHCP will have an annual review meeting once year. This meeting is arranged by the SENCO, who will invite the parents, child and other professionals who are supporting the child. The annual review meeting is an opportunity to share progress and areas for development whilst updating the EHCP plan.

Pupil Views

Pupil views are gained at each review point. For children who are unable to share their views with us, we will use photographs and observations to inform us on what things they like to do in school. Pupil views about what is important to them are recorded on their SEN Support plan or EHCP.

We are proud of the strong partnerships we have created with parents, pupils and the community and place a high value on the comments and feedback that they provide in helping us to improve the school even further.

Other sources of information (available via our website, or through the link provided):

Accessibility plan – this outlines our school's ongoing commitment to improve the physical environment of the school so that pupils with special educational needs or disabilities are able to fully access the educational curriculum, school facilities and our wider curriculum provision

SEN Policy – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

Supporting Pupils with Medical Conditions Policy – this outlines the procedures in place for pupils who require a care plan and care provision to be made.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Thurrock Local Offer

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

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We have our own SWECET SEN padlet to support parents to access a range of SEN information, news, events, advice services, clubs and support groups.

[SWECET SEN Padlet](#)



Transition Support

Please note: for students with an Education Health and Care Plan transferring from another authority, Thurrock Local Authority may choose to carry out a new needs assessment before confirming the details of the EHCP.

From nursery/playgroup – starting school

- Reception teachers will visit nurseries/playgroups and/or attend home visits/meet families virtually prior to them starting school
- In the Summer term, prior to the children starting reception, parents and their child are invited to attend settling sessions to meet the teacher and familiarise themselves with the setting.
- At the beginning of the Autumn term, children are offered additional settling sessions prior to starting fulltime in the second week of term. Children with special educational needs may have a slower transition into fulltime school if deemed appropriate through discussions with parents, class teacher and SENCo.
- Key paperwork regarding pupils' special educational needs, as well as current Education Health and Care Plans will also be transferred (as agreed through transfer review) and shared with the class teacher and assigned adult supporting the child.

From Other Schools

For pupils who join the school at other points, parents will be invited to meet with the SENCo, Deputy Head or Pastoral Lead as part of the induction process to discuss their child's needs if required. Tours of the school are arranged as part of this process. Additional information will be sought from the child's previous school to ensure that the right support and resources are provided as soon as they start our school.



Moving up to their new class

Transition sessions will be planned to allow children to get to know their new teacher, adults supporting in the class and classroom environment. A transition visual will also be created and shared with the child in school, with a copy also being sent home. All children attend a morning transition session in their new class during the end of the summer term. Class teachers and one to one adults provide detailed information which is shared with the new class teacher and TA. Additional transition sessions with teachers and small groups/individual pupils will also be provided as required.

Moving to secondary school/new school

Class teachers will discuss and share information with a child's new school. The SENCO will hold additional meetings with secondary schools to share information regarding a child's SEN to ensure key information is shared prior to them starting. All SEN paperwork is passed on to a child's new school in a timely manner. In year 6, children will also visit their secondary school as part of the transition offered by each setting. The SENCO will also attend a meeting with secondary school SENCo/Pastoral Lead to share information to support transition or arrange for observations to take place in the Primary setting. Additional transitions will be arranged where possible.

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Who to contact in school and in the Local Community

Please call the office on
01375 373 405 and ask
to speak to one of the
members of staff below:



**Assistant
Headteacher
and SENCO**

Miss Delucia

**Behaviour and
Pastoral Lead**

Mrs Kempster

In the community



PATT

**(Parent Advisory Team
Thurrock)**

07702 127 252

**Thurrock SEN
Team**

01375 652555

**Thurrock Local
Offer**

<http://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page>

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