

SEND Information Report 2023-2024

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Daresbury Primary School
School website address:	www.daresburyschool.co.uk
Type of school:	Primary
Description of school:	Daresbury Primary School is an inclusive, mainstream primary school offering places for children between the ages of 4 and 11. The school is an academy operating within The Heath Multi Academy Trust.
Does our school have resource base? Yes or No If Yes please provide a brief description.	NO
Number on roll:	204
% of children at the school with SEND:	32/204 =16%
Date of last Ofsted:	1st-3 rd March 2023 (Good)
Awards that the school holds:	Science Quality Mark (Silver) Artsmark Silver Award
Accessibility information about the school:	Wheelchair access and disabled toilet.
Please provide a web link to your school's Accessibility Strategy	https://www.daresbury.halton.sch.uk/attachments/download.asp?file=154&type=pdf

Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:		
	Initials of person	Area of expertise	Level
	KZ	Head of School	NPQH
	SR	Deputy Head of School	Lead Teacher
	SB	Interim SENDCO	
	All Staff	Read, Write, Inc. training	
	ZU	Jigsaw PSHE	
	ST	EISA/Mental first aider	
	Staff are trained in Quality First Teaching strategies to support children with specific learning difficulties, writing person centred SEN support plans in line with changes to the SEN Code of Practice. Support plans are supported by provision maps to oversee all interventions and track progress. These are updated termly unless required sooner.		
	Daresbury Primary School is committed to raising staff expertise in the area of SEN and disability and seeks to provide a comprehensive training programme for all staff so that they are equipped to meet the needs of all children they teach.		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page. https://www.daresbury.halton.sch.uk/page/?title=Policies&pid=14	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	At Daresbury Primary, we believe in early identification of special educational needs. Every child's attainment will be assessed on entry to school so that the foundations during the child's pre-school years can be built on. If a child has already been identified as having a special

	<p>educational need in their early years setting, then the class teacher and SENDCO will use this information to inform planning and support (See SEN Policy, 2023)</p> <p>Children may be identified by the following:</p> <ul style="list-style-type: none"> • A child who is working below age related expectations despite receiving quality first teaching and appropriate rigorous intervention. • Concerns raised by a teacher and shared with the SENDCO • Consultation between class teachers and the leadership team during pupil progress meeting • Following an assessment completed by a specialist outside agency for example, Education and Child Psychology Service. <p>Parental requests for further assessment and investigation which leads to class teachers and the SENDCO identifying a SEN.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>A full list of our external partners who we work with can be found in our contribution to the Local Offer. https://localoffer.haltonchildrenstrust.co.uk/</p> <p>Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.</p> <p>Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.</p> <p>Our approach involves: providing additional visits for children entering school to Nursery/Reception, planned transition visits and home visits for children new to the school. For children moving to secondary, we support by liaising with their new tutors and passing on all information both academic and pastoral. Children have the opportunity for extra transition days.</p> <p>Daresbury Primary School is part of The Heath Multi Academy Trust and has close links with schools within the academy chain.</p> <p>We closely monitor children’s destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p>

	<p>Daresbury Primary works closely with outside agencies and the Local Authority to ensure a coordinated approach in supporting children at the school. We aim to refer a child to services early.</p> <p>We work closely with health and education services including: Education and Child Psychology Service, Local Authority Specialist Teachers, Chatterbugs (or local provider), Speech and Language Therapy Service, Woodview Child Development Centre, Paediatrics, Occupational Therapy and Physiotherapy Service, Attendance and Service, IWST and Social Care to ensure a coordinated and multi-agency approach to supporting children with SEN and additional needs.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<p>The school is situated on a split-level site with access via ramps to KS1.</p> <ul style="list-style-type: none"> • The school has an access plan with priorities identified annually for improvements to accessibility. • There is one disabled toilet. <p>☒ There are two disabled parking spaces available outside school (located on the road)</p> <ul style="list-style-type: none"> • We ensure where- ever possible that equipment used is accessible to all children regardless of their needs. • After-school provision is accessible to all children, including those with SEND. <p>The school uses a range of approaches to ensure that all children can access the curriculum. Including, but not limited to:</p> <ul style="list-style-type: none"> • specialist equipment • individual workspaces • access to ICT resources e.g. IPAD • prompt and reminder cards for organisation • symbols and visual prompts
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<p>Children with Autism Spectrum Disorder or social communication difficulties may receive a tailored curriculum delivered in class. They may also receive tailored support at breaks and lunchtimes to support building and maintaining friendships.</p> <p>Children with ADHD may have personalised behaviour plans drawn up in line with the whole school behaviour policy in order to meet their individual needs.</p>

<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>All children in Reception are assessed on entry using the WellComm Screening Toolkit. This enables us to assess where children have gaps in their speech and language skills. This screening also helps to inform any referrals to the speech and language therapy service. Appropriate interventions are then planned in as part of whole class teaching and for individual and small group support. In addition to this, we provide small group Talk Time to help develop social skills and support children to develop their communication skills with their peers.</p> <p>Children who have been assessed by the speech and language therapy service receive a care plan from Chatterbug, which is shared with school and activities are incorporated into their daily routine with the opportunity for 1:1 intervention to ensure the care plan is conducted in school.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<p>Daresbury Primary School operates a whole school approach to developing early reading skills. We follow the Read, Write, Inc approach for phonics and intervention throughout the school. Alongside this, we use precision teaching, 1:1 reading to support reading development.</p> <p>For writing we follow Ready, Steady, Write which exposes children to a variety of high quality texts to develop all aspects of their writing. Children are taught in year group classes and the work set is tailored to the next steps of the group ensuring rapid progress.</p> <p>Daresbury Primary also provides additional reading opportunities – with all children in EYFS/KS1 being heard read every day and KS2 children being heard at least once per week however they have the opportunity to read to their peers daily.</p> <p>Daresbury Primary delivers evidence-based intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents. At times, interventions will be delivered by the class teacher to ensure that the children are receiving the highest quality intervention. Examples include Fresh Start, Fast track tutoring and Precision teaching.</p>
<p>Strategies to support the development of numeracy.</p>	<p>In mathematics, the school is following Maths No Problem. Children are taught in year group classes and teaching is targeted to meet the children's next steps.</p>

	<p>All classes follow the concrete-visual-abstract approach to teaching, using resources such as Numicon/Dienes/Counters to support children with SEN.</p> <p>Daresbury Primary delivers evidence-based mathematics intervention programmes aimed at narrowing the gaps with their peers. These interventions are bespoke to the individual needs of the child and are reviewed regularly with parents.</p> <p>Basic skills is implemented across all ks1 and ks2 classes this is an opportunity for the class teacher to pre or post teach. Times tables precision teaching for upper key stage 2 and number bonds for key stage 1. Dynamo maths is accessible to all children and is a targeted intervention. TA support in maths where there is a assessed need.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>Underpinning ALL our provision in school is the graduated approach cycle of:</p> <p>Assess:</p> <p>This initial assessment described above will inform any SEN plan and will be updated on a regular basis. Teachers are expected to report on pupil progress on a half termly basis. In addition to this, children with SEN may receive additional assessments around their area of need formally twice a year and informally during intervention sessions on a more regular basis.</p> <p>Plan:</p> <p>When a child is placed on the SEN register, an SEN support plan which details adjustments to teaching and learning, what is additional to or different from that usually provided for children at our school is created. This plan will also provide short term outcomes that we expect the child to achieve as a result of the provision. This plan will be person centred and it is our expectation that it will be written by the class teacher together with parents and carers and the child. The SENDCO may also be involved in this process. In addition to this, teacher planning will also detail adjustments to teaching and learning that is tailored and differentiated to meet the needs of every pupil.</p> <p>Class teachers maintain responsibility for every child in their class. Class teachers have high expectations for every child, including those with SEN. As part of their SEN provision it may be that a child needs to receive additional support or intervention which is</p>

	<p>not normally afforded to all children. In this instance, details of any intervention or specialist provision provided outside of the main classroom teaching will be provided to the class teacher and opportunities made for specialist teachers and teaching assistants to share this information with the class teacher. It is the expectation that the same or similar strategies are deployed in their mainstream class teaching so that techniques become familiar for children. Any teacher or teaching assistant working with a child on SEN support will be aware of advice and strategies provided by professionals so that they can be deployed consistently. All of this advice will also be detailed on their support plan.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>Children have a unique insight into their strengths and difficulties. They will be encouraged to contribute to the assessment of their needs, review of their provision and planning any future changes. Person centred planning approaches are central to the school's ethos for supporting children with SEN to achieve success.</p> <p>Involving parents and learners in the dialogue is central to our approach and we do this through regular reviews such as termly SEN support plan reviews and annual educational health and care plan reviews (as appropriate). The SENDCo also attends Parents' evenings with the chance for drop-in appointments as well as being readily available throughout the year for parents/carers to raise any concerns.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Head of School. The impact of interventions is monitored by the SENDCO and actions taken as required to ensure continued progress.</p> <p>The Governors also receive regular reports through the SENDCo's Report to Governors.</p> <p>The SEND Link governor is Mrs Anne Windridge.</p> <p>Each term, the performance data of children with SEND is analysed and areas of need are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective. We</p>

	use FFT to track all pupils within the school including pupils with SEN.
Strategies/support to develop independent learning.	<p>All children at Daresbury are being taught how to become independent learners. For children with SEN this is further supported through strategies such as:-</p> <ul style="list-style-type: none"> • individual timetables and checklists • “chunking” of activities • individual success criteria • visual prompts • pastoral support plan targets
Support /supervision at unstructured times of the day including personal care arrangements.	<p>Daresbury Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff.</p> <p>We take every opportunity to include pupils socially during break and lunch and have a number of activities running in the playground to ensure that all ages can mix and socialise during their break.</p> <p>All children in school have access to a PSHCE curriculum to support their personal, social and emotional wellbeing as well as PATHS from Barnados to support developing successful relationships and dealing with conflict.</p> <p>For children who require additional support during un-structured times, pastoral support plans are put in place and the Thrive approach is used. The Thrive room is open and nurture groups are held at all unstructured times. We also offer the opportunity to join a range of lunchtime clubs to build social opportunities.</p>
Extended school provision available; before and after school, holidays etc.	<p>Children have access to a range of before and after-school clubs each half-term. These include music, drama, gardening and sports clubs. Clubs are open to all children.</p> <p>A private company provide a fee paying breakfast and after school club for all children.</p>
How will we support pupils to be included in activities outside the classroom	We aim for all children to be included on school trips and residential stays. We will work with parents to ensure that any necessary adaptations

<p>(including school trips) working alongside their peers who do not have SEND?</p>	<p>have been made and ensure that trips are successful.</p> <p>A risk assessment is carried out before hand to ensure that everyone’s health and safety will not be compromised. In the unlikely event that an activity is unsafe for a child to take part for whatever reason, an alternative activity, which will cover the same curriculum area, will be provided in school. Alongside this, as aforementioned, extra-curricular club are accessible to all children and promote the integration of children alongside their peers.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Daresbury Primary aims to provide a safe, nurturing learning environment for all children and promote positive mental health and wellbeing. We believe that all behaviour is a form of communication and have a positive approach to behaviour management. We have a clear Behaviour Policy that is followed by children and staff.</p> <p>In addition to this a range of strategies are used as and when appropriate including:</p> <ul style="list-style-type: none"> • Home school communication book • Pastoral support plans • Named ELSA teacher • Nuture groups <p>The school has a restorative approach which supports the view that behaviour is communication and that all children need to feel valued, involved and appreciated. This will be included in the child’s SEN support plan and shared with parents.</p> <p>The school has also invested in a PSHE scheme called Jigsaw, which support children’s emotional development and understanding of the wider world.</p> <p>Throughout last academic year, Daresbury Primary School worked hard to achieve the Bronze antibullying award from the antibullying alliance.</p> <p>The school will also refer a child to Barnardos and CAMHS if it is necessary to meet the needs of a child with social, emotional and mental health needs.</p>
<p>What strategies can be put in place to support behaviour management?</p>	<p>We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by children and staff. When required for certain children, the SENDCO and teacher may create an individual behaviour plan that relates to the school policy however allows time for the child</p>

	<p>to regulate their emotions. These are discussed with the parents/carers as well as the child.</p> <p>The restorative approach throughout the school is also used to support behaviour management ensuring there is consistent language use by all staff members.</p> <p>Should behaviour concerns continue, we are quick to meet with parents/carers to find a joint way forward in order to make the children's time at Daresbury Primary a success and ensure they are ready for the next stage of their education.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>For children entering Reception class, we carry out transition and home visits.</p> <p>For children moving to secondary we support children by working closely with transition co-ordinators to ensure a smooth move. Where necessary we will access support to provide additional transition support for vulnerable children.</p> <p>We closely monitor children's destination data and ensure that the receiving school has all of the information they require to support the child in their new setting.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>The school follows the advice and recommendations from external agencies and ensures that strategies are acted upon by any adult working with the child.</p> <p>Daresbury Primary aims to refer a child early to Woodview CDC if there are any concerns about their sensory needs or physical development. We also seek specialist advice from the specialist teachers from within the local authority to ensure that necessary adaptations have been made.</p> <p>For children with medical needs, close liaison with medical staff takes place as required. Staff training takes place for managing any particular needs as required.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.</p>	<p>Involving parents and learners in the dialogue is central to our approach and we do this through:</p>

Action/Event	Who's involved	Frequency
SEN support plan review	Parents and carers of children who are SEN support, class teacher, SENDCO may be involved	Six times a year* please note that some of these reviews may coincide with termly parents evenings but a longer appointment will be provided to allow for a full discussion
Educational Health Care Plan review	Parents and carers of children who are in receipt of an Educational Health Care Plan	Once a year
Parent/carer evenings	Parents and carers of all children. Teachers, SENDCO	Twice a year
Mini reports	Parents and carers of all children. Teachers, SENDCO	Twice a year on opposing half terms to parent/carer evenings.
Celebration assembly	Any parent	Weekly
Showcases – families invited in to discuss work throughout the term.	Parents and carers of all children. Teachers.	Twice a year
Parent Workshops	Parents and carers of all children. HOS, DHOS, SENDCO	Various throughout the year covering different areas of the curriculum and how to support children at home.

Daresbury Primary is committed to promoting and developing parental engagement and independent advocacy for parents. This includes making parents aware of support services that are available through the Local Offer and helping parents to access SEND Partnership.

Daresbury Primary is committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's Class Teacher. Should you wish to discuss your concerns further, you should contact the INTERIM SENDCO (Mrs Sam Baldock). If you still have concerns regarding the provision for your child, then please contact the Head of School (Mrs Kathryn Zuger) who will investigate your concern. Should the Head of School be unable to resolve the difficulty, the concern could then be put in writing to the Executive Principal (Paul Holloway). Finally, the Chair of Governors (Mr Martin Pocock) would become involved if other

	<p>avenues to resolve the situation had been exhausted.</p> <p>While the school will actively seek to resolve a concern, if you are not satisfied with how we have responded, you may wish to make a formal complaint. The school has a formal complaints procedure which you can download from our school website or request a copy of.</p>
<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>For children with allocated additional funding, equipment purchases are made, and Teaching Assistants are deployed to support them in line with the Local Authority allocated support hours. These teaching assistants will then be allocated to provide 1:1 and/or small group teaching support for children with SEN dependent on need.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>When a child is looked after by the local authority, they will be supported with a personal education plan (PEP) which outlines the provision and support allocated to them. This will be reviewed with the child, their carers and the social worker, termly. The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an annual looked after review.</p> <p>The school monitors the attainment and progress of all learners carefully and seeks to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at half termly pupil progress meetings with the Head of School.</p>
<p>SENCO name/contact: Samantha Baldock– sbaldock@dps.theheathfamily.org.uk</p>	
<p>Headteacher name/contact: Kathryn Zuger – kzuger@dps.theheathfamily.org.uk</p>	
<p>ANNUAL REVIEW 2023-2024</p>	
<p>Completed by: <u> kzuger </u> Date: 29.09.23</p>	