



**The Heath Family (NW)**  
A Multi-Academy Trust  
Together in the Business of Learning

**Principal: Mrs C. Roberts**

## **SEND Information Report 2021/2022**

### **Introduction**

All schools within the Heath Family (NW) Trust, of which Daresbury Primary School is a part, have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

### **What is the Local Offer?**

In 2014 the Children and Families Act came into force. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

*Halton's Children Trust Local Offer Website (Please click for link)*

### **If your Child has Special Educational Needs and /or Disabilities, what can we at Daresbury Primary School offer you?**

At Daresbury Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs and Disabilities.



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**Who are the best people to talk to in this school about my child's difficulties with learning/special educational needs or disability (SEND) ?**

### The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Pupil Support Plans and sharing and reviewing these with parents and pupils (age appropriate) at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### The SENDCo: **Mrs Nichola Lockhart**

Responsible for:

- Developing and reviewing the school's SEND policy.
- Ensuring that you are:
  - i) Involved in supporting your child's learning
  - ii) Kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.



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- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Principal: Mrs Carolyn Roberts

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Anne Windridge

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

\*If you have any queries or concerns please contact the SENDCO, or the Principal or a member of the Senior Management Team at the school on 01925740309 \*

### **What kinds of Special Educational Needs do we provide for?**

Daresbury Primary School currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and sensory processing difficulties.



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## **How do we identify special educational learning needs or disability as a school and how do we involve pupils and their parents in planning to meet them?**

- When pupils have identified SEND before they join us at Daresbury, we work with parents, carers, children (where appropriate) and partner agencies to ensure that their needs can be fully met at our school setting.
- If you tell us you think your child has SEND, we will discuss this with you to investigate it further. We will share with you what we find out and agree next steps with you as to how we can all help your child.
- We are child and family centred so you will be involved in all decision making about your child's support.
- When we assess SEND we discuss whether understanding and behaviour are the same at school and at home: we take this into account and work with you so that we are all helping your child in the same way.
- If your child does not seem to be making the same level of progress as other children of their age, we will inform you and we will undertake assessment in school and if necessary, use other professionals to identify possible barriers to their learning. Parents, carers and children (where appropriate) will be involved at all stages. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

**Assess** – The class teachers and if necessary the SENDco or professionals from external agencies, assess the needs of the individuals.

**Plan** – We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

**Do** – We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with a Learning Support Assistant.

**Review** – We evaluate the impact of the support provided and consider whether changes to the support need to be made.



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### **What are the different types of support available for children with SEND in our school?**

#### a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

#### **Specific group work:**

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

#### b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

#### **What could happen:**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.



### c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via Enhanced Provision or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

\*\* More information about adaptations made to curriculum and learning environment are available in provision map\*\*

### **How can I let the school know if I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Co-ordinator (SENDCo) or Principal
- The school SEND Governor can also be contacted for support.

### **How will the school let me know if they have any concerns about my child's learning?**

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.



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- Discuss with you any referrals to outside professionals to support your child.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the school council.
- Where appropriate, children who have support plans discuss their targets with their class teacher.
- Where appropriate, wishes and feelings are completed with individual children.
- If your child has an Education and Health Care Plan (EHCP) their views will be sought at the review stage, if appropriate.

### **How is extra support allocated to children and how do they progress in their learning?**

- The school budget, received from Halton LA, includes an element of money for supporting children with SEND.
- The Principal decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Principal and the SENDCo discuss all the information they have about SEND in the school, including:
  - the children getting extra support already,
  - the children needing extra support,
  - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



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## **How are the teachers in school helped to work with children with SEND and what training do the teachers have?**

The SENDCo's job is to support the class teacher in planning for children with SEND. The SENDCo has the National SEND Award.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

## **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

## **How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored by their class teacher.
- Your child's progress will be reviewed formally with the Principal and SENDCo at least once in every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). Children in Year 1 will also complete phonic screening check.
- Where necessary, we will follow the 4 stage cycle (Assess, plan, do review) which may result in your child having a support plan. This means children will work on individual targets or those set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements





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assessed and a future plan made. Where appropriate, children will be fully involved in all support plans and targets.

- Where appropriate, a Boxall profile can be completed for children struggling with social and emotional aspects of learning.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Pupil Support Plans/ Individual Behaviour Plans will be reviewed with you and your child (where appropriate) every term.
- Reading diaries are used regularly to communicate with parents.
- Online learning journals for every class (through Seesaw app in all classes)
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

### **How is Daresbury Primary School accessible for those with SEND?**

- The school is situated on a split-level site with access via ramps to KS1.



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- The school has an access plan with priorities identified annually for improvements to accessibility.

- There is one disabled toilet.
- There are two disabled parking spaces available outside school (located on the road)
- 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.
- Extra-curricular activities are accessible for children with SEND.

### **How will we support your child when they are joining this school? Leaving this school? Or moving to another class?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### If your child is joining us from another school:

- For nursery children, the SENDCo will visit pre-schools with the EYFS teacher where appropriate.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

#### If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.



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### When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them to understand moving on, then one will be made for them.

### In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

### **How will we support your child's social and emotional development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Lunchtime and playtime support through planned activities and groups.
- Small group support
- Individual support where necessary
- Wishes and feelings documented
- Boxall profile



- 5 point scale for anger and anxiety.



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All classes have a designated area or space where children can retreat to in order to regulate their emotions.

If your child still needs extra support, with your permission the SENDCo will access further support through the MAP (Multi Agency Planning) process.

### **How will we support your child if they are looked after by the Local Authority and have SEND?**

Our Designated Teacher for Looked after Children is Mrs Carolyn Roberts (Principal). Mrs Roberts works closely with the SENDCO to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with an identification of need and then a SEND Support Plan or EHCP to meet the requirements of the child and the addition of a PEP (Personal Education Plan).

When a child becomes looked after their social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEND Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

### **How do we evaluate the effectiveness of the provision made for children with SEND?**

- The SENDco will work alongside SLT to monitor Quality First Teaching for those children with SEND. This is completed through book scrutinies, monitoring of online learning journals and classroom observations. Feedback is provided to teaching staff through Trello.
- TAs and 1:1 teaching assistants have regular meetings with SENDco
- Each term, performance data of those with SEND is analysed by SENDco and areas of need are identified.
- Support plans are reviewed on a termly basis and monitored by SENDco
- Interventions are reviewed regularly and monitored to ensure impact is effective.



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- The SENDco and SEND governor meet regularly to discuss the provision for children with SEND

- The governors also receive regular reports through the Principal's report at each Termly meeting.

**What should you do if you continue to be concerned about SEND issues or wish to make a complaint?**

The normal arrangements for the treatment of complaints at Daresbury are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns in the first instance with the class teacher, then SENDCO or Principal to resolve the issue. Our full Grievance and Complaints Policy can be found on the school's website.