



Days Lane SEN Information Report

School Name: Days Lane Primary School

School Type: Stand Alone Academy

Inclusion Manager: Mrs G Kenward

Contact Details:

- **Inclusion Manager:** inclusion@dayslaneprimary.co.uk
- **Pastoral Leader:** pastoral@dayslaneprimary.co.uk

Updated: October 2022

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1. What are the kinds of special educational needs provision is made at the school?

Children's SEND (according to the Code of Practice January 2015) are thought of in the following four broad areas of need and support and are provided for in our school.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

As of **September 2022**, we have 50 children receiving some form of SEND support.

2. How accessible is the school environment?

- Fully wheelchair Accessible Auditory/Visual enhancements
- Days Lane Primary School building has one level; this makes it easily accessible for disabled children and adults. The corridor floor is sloped in areas where there are a small number of steps and there is also an internal lift for wheelchair users.
- The school has access on the front courtyard for disabled parking and drop offs.
- All entrances to the school are at ground level and allow easy, access for those with a wheelchair.
- There are double doors strategically placed around the building to allow wheelchair access.
- As a school we are happy to discuss individual access requirements.
- The school's accessibility plan can be assessed on the school website.

2. What is the school's policy for identification and assessment of pupils with special educational needs?

Underpinning all provision in the school is the graduated approach of: Assess, Plan, Do and Review. The early identification process is ongoing throughout the school year and formally at 'Pupil Progress Meetings' with members of the Senior Leadership Team.

All teachers are responsible for every child in their care, including those with special educational needs.

At Days Lane Primary School children are identified as having SEND in a variety of ways, including:

- Concerns raised by parents /carers, the teacher or the child
- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult
- A child performing well below age related expectations or where progression has slowed
- Information received from outside agencies and pre-schools e.g. speech and language therapist, paediatrician
- A medical diagnosis through a paediatrician
- Liaison with previous school or setting

3. How are parents and carers supported if they think that their child has a special educational need?

We have an open door policy. Parents have a good relationship with staff and they are always encouraged to speak to their child's class teacher if there are any concerns. Teachers dismiss their class at the end of the school day and are available to discuss any matters with parents. Alternatively, parents can communicate by phone, email or arrange a virtual meeting with the class teacher as a first step.

If teachers consider the enquiry needs further action, they will direct parents to the appropriate member of staff (SENCo).

At Days Lane we invite parents in to speak to the class teacher in the first instance and if there are further concerns parents and carers are referred to the SENCo.

The process is as follows:

- 1) Speak to the class teacher and discuss your concerns. The class teacher will likely make adaptations and/or implement agreed strategies to support your child. If after an agreed period of time your child is not making progress academically or socially, the class teacher should refer you to the SENCo.

- 2) Make an appointment to meet with the SENCo to discuss your child's needs, which will be discussed and recorded.
- 3) The SENCo will liaise with the class teacher and Pastoral Lead (if required) to discuss the area of need, support to be put into place and set individual targets and agree actions.
- 4) Additional support and intervention may be given to your child if necessary. This may be additional support from the Class Teacher, Learning Support Assistant or Pastoral Lead. They may deliver a specific intervention to support your child with clear targets.
- 5) There will be a review of targets and the progress that has been made towards them over an agreed period of time.
- 6) If targets are not met they will be broken down into smaller steps and we will consider what further actions need to be taken.
- 7) The SENCo may make an appointment with parents to discuss the involvement of outside agencies if there continue to be concerns about progress post intervention. This may involve an initial discussion with the Early Intervention Team (EIT) who are a group of professionals who offer advice to the SENCo about next steps and possible referrals to specialists e.g. speech and language. The SENCo and Pastoral Lead meet with the Early Intervention Team once a term.
- 8) Outside agency involvement may include observations and new targets may be set and reviewed.
- 9) If there are still concerns about progress, the SENCo will discuss the case further with the EIT members (Early Intervention Team) and they will clarify if a referral should be made to any other external agency. In addition, they may advise that a meeting be set up to discuss an assessment for an Education & Health Care Plan.

4. How are parents/carers kept informed about the support the school has put in place for children with special educational needs?

Quality First Teaching is essential for all children, and pupil's daily education is planned by the class teacher in consultation with the SENCo and professional's advice. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional support by the teacher and learning support assistant in class, or by resources given.

If a pupil has needs related to more specific areas of their education, such as reading, spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This may be run by the class teacher or learning support assistant. The length of time the intervention will run will vary according to the individual need but is generally for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning and targets.

These interventions will be recorded on the child's SEND Support Plan and these are shared with parents.

The class teacher will meet with the SENCo to review SEND Support Plans three times a year to discuss your child's needs, support and progress. Children's progress is also discussed at parent consultation meetings held three times a year. If parents have any questions about related to interventions, they should contact the class teacher or SENCo. Teachers attend 'Pupil Progress Meetings' which are held across the year, which involves the class teacher meeting with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight concerns about individual children not making the expected progress. The SENCo attends pupil progress meetings and is able to give advice and support for individual pupils.

Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The SENCo has regular meetings with the trustee responsible for SEND, who monitors SEND, Safeguarding and Child Protection to ensure that policies and procedures are followed. She reports this information to the full trust board.

5. How is the curriculum differentiated and matched to children's needs and what is the school's approach to teaching and making provision for pupil's with SEND?

There is a whole school approach to provision for SEND. High 'quality first teaching' and additional interventions are defined through discussion across the school, which contribute to our provision management system. This approach allows us to review and record what we offer to children in our school and what we offer additionally. This emphasis embeds our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to learning.

When a child has been identified with special educational needs their work will be differentiated and personalised by the class teacher to enable them to access the full curriculum more easily.

Learning Support Assistants may be allocated to work with a child on a 1-1 or small focus group to target more specific needs; however, we do differentiate all work to remove barriers to learning and give all children the opportunity to work independently. Children will be supported with resources such as sound mats, talking tins and Numicon.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

The class teacher works with all children in their class. The class teacher will plan the work of the Learning Support Assistants. All support staff receive internal or external training for the areas of SEND support that they carry out.

All school visits and extra-curricular activities are available to all pupils. No pupil is excluded from taking part in activities because of their SEN or disability. All children are treated equally and when a need is identified support is put into place.

6. How does the school evaluate the effectiveness of its provision for pupils with SEND and how is progress measured?

If your child is on the SEND register, they will have individual or group targets. The targets are set by the class teacher and SENCo.

The targets are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.

The trustees play an active role in monitoring the quality of our special educational needs provision, as does the school leadership team and School Partnership Advisor. A SEND focus and intervention monitoring is also built into lesson observations and learning walks.

Interventions that are put in place across the school are research-informed, evidence based and measured to monitor impact. If an approach is not working, alternatives are found.

Monitoring takes place to track the progress and attainment of all our pupils across the curriculum. Data and other forms of assessment are used to identify and celebrate achievement. Children who are identified as not making expected progress are discussed and additional support is put into place and parents are informed.

7. How are parents/carers kept informed about their child's progress?

We communicate regularly with parents. Parents are welcome at any time to make an appointment with either the class teacher or SENCo and discuss how their child is progressing. The school can offer advice and practical ways that enable parents to help their child at home.

As a school, we measure children's progress in learning against the national expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at nursery through to Year 6, using a variety of different methods including Development Matters and the National Curriculum.

Children who are not making expected progress are identified during progress meetings with the class teacher and Senior Leadership Team.

In this meeting, a discussion takes place to ascertain why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings, and additional support is recommended, parents will be informed.

When a child's provision is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, the target may be adapted into smaller steps, or a different approach may be tried to ensure the child does make progress.

If your child is on the SEN register they will have individual targets. This is discussed regularly with parents. They are set by the class teacher and the SENCo and parents are encouraged to contribute.

The targets for children set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

If your child has complex SEND they may have an EHC plan, which means that a formal meeting will take place with parents and all agencies involved to discuss their child's progress and a report will be written during annual review.

8. How are parents/carers helped to support their child's learning?

The class teacher or SENCo can offer advice and practical ways that can support your child at home.

At Days Lane Primary School, we maintain regular contact with parents about the events that happen in school, we do this in a variety of ways including;

- Newsletters
- Website and Parent App
- Reading Diaries are sent home daily
- Google Classroom - Homework is set on this platform where teachers can respond to work submitted by children
- Parents can contact their child's teacher via the year group email address.
- Parent workshops for how to support your child in reading, writing and maths and how to understand assessment.
- If external agencies, for example Speech and Language therapists, are involved recommendations will be shared with you so that strategies can be implemented at home and in school.

What support is available for improving the emotional, mental and social development of pupils with SEND?

At Days Lane, we pride ourselves on having a caring and understanding ethos and believe that high self-esteem is crucial to a child's well-being.

The school gates and playground are fully staffed to greet pupils and their families to ensure a smooth transition between home and school at the beginning and end of the school day.

Class teachers are trained to provide a high standard of pastoral support and we have staff who are trained to deliver therapeutic interventions. The class teacher has overall responsibility for the pastoral, medical and social care of all children in their class, they are parents first point of contact. If further support is needed the class teacher will liaise with the SENCo and Pastoral Lead, who will provide further advice and support.

We have a full time Pastoral Lead who works with children, parents and teachers to support children and their families with emotional and social development needs. For support and advice, the Pastoral Lead can be contacted on pastoral@dayslaneprimary.co.uk

We have separate playgrounds for the older and younger children to enable the younger children to develop social skills in line with their peers.

Social skills programmes

- Social skills groups
- Speaking and Listening groups
- Secondary transition package
- Comic strip conversations
- Social stories

Mentoring activities

- Circle time
- Playground mentors

Strategies to reduce anxiety/promote emotional well being

- Meet and greet sessions at the start and end of the day
- Home/school communication books
- Referral to EITs team and other external agencies
- Planned programme of support from the Teaching Assistant
- Draw and Talk sessions
- Sand Therapy
- In Year transition strategies for moving up to the next class
- Home visits

If further support is needed the class teacher will liaise with the SENCo or Pastoral Lead who will give advice and support and put a plan of action into place. This may involve Learning Support Assistants or Learning Mentors who are readily available for children who wish to discuss issues and concerns.

Children with medical needs

If a child has a medical need then a detailed Health Care Plan is compiled by the SENCO or School Welfare Assistant in consultation with parents/carers. This is discussed with all staff involved with the child.

We have fully trained first aiders in all Key Stages. If your child has a medical condition that requires medication, a meeting will be held with parents/carers, SENCo, designated staff members and School Welfare Assistant to explain our Health and Safety Policy and procedures. Parents and all staff members who agree to administer medicines will sign a medication agreement form to ensure the safety of both child and staff member.

We offer the following access to medical interventions;

- Strategies for the use of personal medicine
- Individual care plans for children with significant medical needs and allergies
- Access to school nurse
- Staff first aid trained
- Risk assessments in place
- Liaison with Occupational Therapists and Physiotherapists
- Jump Ahead groups
- Gross and Fine motor skills groups

Behaviour

At Days Lane Primary School, we have a positive approach to behaviour with our core values at the heart of all that we do. Our core values guide pupil's positive behaviour. Our core values are: Community, Compassion, Responsibility, Respect, Resilience and Excellence. We also have a clear rewards and sanctions system that is followed by all staff and pupils. This includes recognition of individuals through awarding house points and class rewards.

After any behaviour incident we expect children to reflect on their behaviour by completing a reflection form linked to our core values. This helps the children to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

If a child has behavioural difficulties the class teacher, SENCo and parents/carers will arrange a meeting to discuss the concerns, try to establish the trigger, set expectations and

put relevant support in place. The school recognises that behaviour is a means of communication.

All members of staff are trained in our school behaviour system and are fully informed and, where necessary, receive additional training about children who may need extra support.

The Leadership Team, SENCo and Pastoral Lead have received training on positive handling in order to intervene and remove children safely when they or others are at risk of injury.

As a result of the support we give, we rarely exclude children however we have zero tolerance on physical violence towards staff.

Attendance

Attendance of every child is monitored daily by the Attendance Officer and a member of the Senior Leadership Team. Lateness and absence are recorded and reported to the Headteacher.

The school meets with our Educational Welfare Officer (EWO) and monitors the attendance of every child, who is not meeting the expected 96% attendance level. The school writes to parents to advise them if their child's attendance is low and parents are invited to a meeting with the EWO to discuss ways of improving their child's attendance or lateness.

Good attendance is rewarded in celebration assemblies and through certificates for achieving a good or improved level of attendance.

10. How do children contribute to the everyday life of the school? How are their views gathered?

We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in a number of ways throughout the school year:

- In class, on a daily basis children are encouraged to contribute to lessons.
- Each class has a Pupil Leadership Team representative, who gathers the views of the class and meets with a member of the senior leadership team, where issues or viewpoints are discussed and actions agreed.
- Subject leaders conduct pupil questionnaires to gather ideas and opinions about curriculum topics and learning. They share this information with staff and agree any areas that need to be actioned based on the children's feedback.
- Children with social, emotional and mental health needs may be involved in setting positive behaviour targets with their class teacher.

- Children are regularly reminded that each class (excluding Reception and Nursery) has a 'worry box', which is there to support them and that it is regularly checked by the class teacher who will act upon any concerns raised.
- Each class (excluding Reception and Nursery) have 'feeling pots' so that children can express how they are feeling each day; this is followed up by the class teacher or Learning Support Assistant.
- Children who are receiving school support may be involved in discussing and setting their targets with their class teacher/SENCo.
- Children with an EHC Plan for SEND will have their views sought before review meetings.
- Peer Mediators from Year 5 are trained to engage children on the playground and manage low level incidents.
- If there are formal meetings about children involving outside agencies their views will be sought, where appropriate, before the meetings and if possible they may be asked if they wish to attend.

11. What expertise and specialist services are available through the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Team
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Paediatricians
- Autism Advisory Service
- Education Welfare Officer

An Educational Psychologist is allocated to each school. He/she would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is discussed at EIT meetings with the SENCo following discussion with class teachers and parents. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

12. What training do staff receive?

All staff receive regular training related to SEND.

Our SENCo has completed the National SENCO Award that is required by law. Her training included dyslexia, Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder, (ADHD), Speech Language and Communication and Social and emotional Aspects of Learning.

Our SENCo works closely with the provision class teacher.

Our LSAs (Learning Support Assistants) have had relevant training directly linked to the individual children they are supporting this may be: intensive interaction, using visual strategies challenging behaviour management, ASD, ADHD

Staff are supported by the SENCo and Pastoral Lead in understanding a child's needs to enable them to support every child in their class.

13. How are school trips and activities outside the classroom organised? How does the school ensure that pupils with SEND are included?

Activities and school trips are a very important part of every child's learning experience at Days Lane Primary School. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has a Learning Support Assistant, he/she may accompany them on the trip if this is possible for their personal home circumstances. However, if there is no LSA and it is deemed that an intensive level of 1:1 support is required the school may consider asking the parent to accompany their child during the activity.

14. How are children supported when changing schools or transferring to other education, employment or training?

For children with special educational needs or a disability we may facilitate a phased transition to help your child acclimatise to their new surroundings.

A visit to preschool settings takes place where SEND has already been identified

All new children visit the school prior to starting, when they will meet members of the senior leadership team for a welcome meeting and tour of the school.

For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. A staff member would also visit them in their current school or setting where possible.

- We write visual social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us to move to a new school, typically to go to Secondary education, we arrange additional visits.
- Our 'feeder' secondary schools, run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

15. How are resources matched to children's needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, sometimes involving an LSA.
- Termly SEND reports/meetings are shared with the governing body.

16. How do the school decide how much support is provided?

The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

Impact is Measured by:

- By reviewing children's targets on their SEND Support Plan and ensuring they are met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.
- If a child's identified need is mediated for a condition this could remove the need for them to be on the SEN register.
- If a child has an accident that requires additional support at the time, they be added to the SEN register. If they subsequently recover, they may be removed.

17. How does the school involve other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such pupils?

The school liaises with the school nursing team and advice and support can be given. Referrals and liaison takes place to implement for example Occupational Therapist recommendations into the school setting. The school works closely with social workers from across the boroughs and regularly makes referrals to Family Wellbeing to support families where necessary. We use the Local Offer to signpost parents or to make direct referrals.

18. How are parents and carers involved in discussions and planning?

We believe that your child's education should be a partnership between parents and teachers and aim to communicate with parents regularly.

- For children with a SEND Support Plan, parents are encouraged to contribute to the evaluations targets.
- Where a child has an EHC plan, annual meetings are held with parents and, where required, other professionals to discuss targets, needs and ways forward.

19. How can parents and carers get involved in the school more generally?

We encourage parents to support their child in a variety of ways:

- Attend class assemblies
- Attend workshops that are available for parents/carers
- Join the Days Lane Parent Association who are always happy to recruit new members and get involved in organising school events.
- Support Parent Association events.
- Volunteer to work in school – subject to Enhanced DBS and references.
- Offer to share their expertise in areas of interest to the school and children o e.g. author, nurse, fireman etc.
- Join Bexley Voice to network with other parents

20. Who can parents/carers contact for further information?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet our SENCO, Mrs Kenward, who can be contacted via email at inclusion@dayslaneprimary.co.uk or call the School Office on 0208 300 1697 to make an appointment.

21. How are parents and carers supported to decide whether this is the right school for their child?

Please contact the school and ask to speak to the SENCo on 0208 300 1697

The “Local Offer” and the contact details of support services for parents of pupils with special educational needs can be found on the Bexley website: <https://www.bexleylocaloffer.uk>

School Policies underpinning the SEN Information Report include:

- Behaviour Policy
- Intimate Care Policy
- SEND policy

Legislative Acts taken into account when compiling this report include:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice (January 2015)
- [regulation 51](#) and [schedule 1 to the Special Educational Needs and Disability Regulations 2014](#)
- Equality Act 2010 Mental Capacity Act 2005