SEND Information Report

Darrington CE Primary School

2025 - 2026

Shine, Share, Flourish.

We **shine** our light for each other.

We **share** peace, respect and friendship.

We **flourish** and grow together

'Your word is a lamp to my feet, a light to my path.' Psalm 119

Introduction

At Darrington CE Primary School, we believe that all of our pupils are special and have unique qualities. Guided by God's word, we strive to provide an inclusive, safe environment, where all pupils feel welcomed, valued and respected. All of our children are given the opportunity to shine in an environment where the Christian values of peace, respect and friendship are at the core of everything we do. We celebrate the uniqueness of every child, encourage them to shine in all they do, and enable them to grow and flourish as unique and precious children of God.

We aim to:

- provide access to a broad and balanced curriculum, setting high expectations for every pupil, whatever their prior attainment.
- set suitable learning challenges and respond to children's diverse learning needs, giving every opportunity for all pupils with special educational needs and disabilities, along with every other pupil, to be treated equally and fairly at all times.
- assess progress for all pupils supported by the senior leadership team to identify pupils making less than expected progress given their age and individual circumstances.
- To remove barriers to learning by understanding the needs of all pupils

Darrington CE Primary School SEND Support:

- The SENDCo is the Headteacher, Mr Chris Lunn
- The Designated Governors with responsibilities for SEND are Mrs Lynne Davis

What needs can be supported at our school?

As an inclusive school, children with every type of need, including all categories of SEND, are supported and we endeavour to ensure that every child in our school makes good progress and is well prepared for adulthood.

Identification and Assessment of Special Educational Needs and Disability

At Darrington CE Primary, we endeavour to identify the individual needs of all pupils at the earliest point possible. Through the scrutiny of children's work, progress and achievement in every lesson, as well as tracking the academic achievement and progress of each child, we are able to identify barriers to learning. Children are monitored and termly pupil progress meetings are used to discuss ways in which we can support our children to overcome their individual learning obstacles.

Before a child attends school, we gather information that allows us to plan for their needs enabling them to make good progress in lessons. This includes discussions with outside agencies or organisations previously involved with the child, working with previous schools and educational settings and home visits for nursery children and reception children new to the school.

If it is decided that a child requires SEND support, we work collaboratively with parents, pupils, staff and

the Special Educational Needs Co-ordinator to ensure that concerns are raised and listened to and adjustments, interventions and support are put in place. A date is then set for review. School have adopted the graduated approach as set out in the SEND code of practice.

Monitoring and Evaluation

The SENDCo monitors the movement of children within the Special Educational Needs system in the school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo and the named governor with responsibility for special educational needs also hold regular meetings.

How are SEND pupils taught at Darrington CE Primary?

Teachers will respond to a child's needs by;

- Dealing with Special Educational Needs as part of the whole school ethos.
- Providing support with all aspects of the curriculum for children who need help.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning through small group work or 1:1 support.
- Monitoring any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators in order to gauge their level of learning and possible difficulties
- Identifying the level of provision, the child will need going forward.
- Provide differentiated learning opportunities that will aid the pupil's academic progress.
- Consult with the SENDCo for support and advice.
- Inform parents fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- Take part in Pupil Progress meetings with the leadership team and SENDCo to monitor and assess the progress being made by children.
- Identifying whether a child may need to receive additional support either in class, within small groups or 1:1 to work on the targets specified on their SEN support plans.
- Providing targeted intervention groups for SEND children where appropriate.
- Giving 1:1 support (if necessary) for children with Educational, Health and Care Plans.
- Ensuring extra teacher support will be given in small groups.

How do we review the progress of SEND pupils?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan
Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress and development that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A Learner Profile will be drawn up alongside a Supporting Me to Learn Plan. The Supporting Me to Learn Plan will include SMART targets (Specific, Measurable, Achievable, Realistic and Time bound).

Do
The class teacher is responsible for monitoring interventions that may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENDCo will be consulted to discuss further strategies.

Review
The Supporting Me To Learn short term outcomes are reviewed termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and always the parents. These will be collaboratively agreed and signed. The class teacher, in conjunction with the SENDCo will revise the support and short-term outcomes based on the pupil's progress and development, making any necessary amendments going forward.

Further Support
If the adults involved with the child feel that this support is not meeting the needs of the pupil then action can be taken to put in place a My Support Plan or further still an Education and Health Care Plan (EHCP) (see policy for more details).

<u>What training have staff had to support SEND pupils?</u>
Staff are trained in the requirements of:

- The SEND Code of Practice
- The Equality Act

- All general school policies on teaching and learning and behaviour management, including information on how to include children with SEND.
- CPD in staff meetings
- AET (Autism Education Trust) training

Individual members of staff have attended courses relating to particular needs of children they support. This has included:

- Mr Lunn – National Professional Qualification of SENDCo
- Mrs Murray – Makaton
- Mrs Gregson – Nuts and Bolts of being a SENDCo
- All staff – Trauma and Attachment training
- Mrs Howell – ELSA training and attends network meetings
- Mrs Halstead – Speech, Language and Communication Needs
- All staff – Phonics training
- All staff – AET Training
- All Staff – Sensory Training

Allocation of Resources

The school receives an allocation based on a national funding formula for the core provision. School also receive additional funding for students with additional needs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

Partnership with Parents

At all stages of the special needs process, the school keeps parents fully involved and informed. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We inform the parents of any outside intervention, often inviting parents in for discussions with external services to seek further support. We share the process of decision making in regular meetings by providing clear information relating to children with SEND. The Local Authority also supports parents with special educational need pupils in the Parent Partnership Service.

If you have any concerns about your child's well-being or academic progress at any time please contact school personnel in this order:

1. Class Teacher
2. SENDCo/Headteacher
4. Chair of Governors

Partnership with Pupils

At Darrington CE Primary, we understand the importance of involving the children in their own learning. The pupil is asked for their contribution in creating targets for their Supporting Me To Learn plan and assessing their progress towards targets, after receiving the necessary support. Where appropriate, pupils with Educational Health and Care Plans and My Support Plan will be given the opportunity to attend review meetings in order for their views to be heard.

How do we work with other agencies in meeting the needs of children with SEND?

Specialist expertise are sought when a child's needs present themselves as above and beyond that of a mainstream classroom teacher's training. Consultation Drop Ins for all staff to speak to professionals take place termly. This is an opportunity to seek support and strategies to support pupils with special educational needs. Regular contact takes place between the SENDCo and numerous external agency support, including:

Local Authority - Communication Interaction Access Team
Local Authority – Child and Family Inclusion Team
Local Authority - Learning Support Services
Local Authority - Social Emotional Mental Health Team
Local Authority - Visual Impairment and Hearing Impairment team
NHS Occupational Therapists and Physiotherapists
Local Authority and Private - Speech and Language therapy
Health teams – School Nurse and Health Visitor
CAMHS
Social Care

Supporting SEND pupils with transition

Pupils who are new to Darrington CE Primary

Foundation Stage staff will meet with parents prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo. Where necessary, the SENDCo will arrange a further meeting with parents, previous setting, health visitor etc. Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We contact their previous educational setting and meet with parents to complete necessary transfer of information procedures and all our new children also have the opportunity to come and visit the school. Once we know that a child has SEND, we will meet with their parents/carers to decide on the desired outcomes we are all working towards and develop a plan to support the child in order to achieve these outcomes.

Pupils who are transitioning within/from Darrington CE Primary

We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible. Whenever any child moves to another school we always pass on school records to the new school. Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need. The SENDCo from the feeder High Schools visit the school and meet with the Y6 teacher in order to fully inform them of a child's special educational needs.

If a child has SEND we also:

• Pass on all SEND records
• Liaise with the SENDCO or a member of the senior management team at the new school to clarify any information and provide any necessary advice.
• For children with specific difficulties or EHCP plans, we usually organise some extra visits to the new school or work with them to help prepare them for the transition.

When moving classes in school, information will be passed on to the new class teacher in advance during a transition meeting between the new teacher and previous one. In addition, the SENDCo will be available to answer any specific queries or provide updates for a new teacher. Also, children will visit their new classrooms and spend some time getting to know the class teacher and teaching assistant. Additional visits can also be arranged for specific children who show anxiety about change.

Darrington CE Primary School Local Offer

http://wakefield.mylocaloffer.org/Home

Policy title	**SEND Information Report 2025 -2026**
Monitoring and review	**Reviewed September 2025**
Links	**SEND Policy**
Staff responsible	**SENDCO/Headteacher**
Committee responsible	**Pupils & Standards**
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