



Special Educational Needs Information Report

Denton Primary School



**Special Education Needs and Disability
(SEND)**

**Information Report
2025/26**

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report covers policy and procedure, and is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex. Please see: <https://localoffer.eastsussex.gov.uk/> for more information.

We will review this report every year and will involve pupils and parents through regular review meetings and parent consultations. If you want to give us your views about the report, please contact the school office.

Katie White & Hayley Funnell Chairs of Govs

2. Who do I contact?

If you are thinking of applying for a place, contact the School Office.

If your child is already at the school, in the first instance, you should talk to the child's class teacher who will be happy to see you and may arrange a joint meeting with the SENCO.
School phone number: **01273 513377**

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have an Education Health and Care Plan (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENCo: Lucy Hancock

How to Contact: **01273 513377; office@denton.e-sussex.sch.uk**

Best time to contact: **daily between 8.30am and 4.00pm (term time only)**

3. Which children does the school provide for?

We are a Primary School, with a nursery class on site, and admit pupils from age 3 to 11. We are a maintained school.
We also have a Specialist facility which accommodates up to 8 children who have an Education Health Care Plan (EHCP) with a diagnosis of ASD. A place in the Facility can only be requested through Assessment and Planning at East Sussex.

sen.caseworkassistants@eastsussex.gov.uk
01273 336740

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council.

If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- East Sussex School Admissions - <https://www.eastsussex.gov.uk/education-learning/schools/admissions>
- Information for Families <https://www.eastsussex.gov.uk/children-families/information-for-families>
- SEND information for families <https://localoffer.eastsussex.gov.uk/>
- Contact the school office 01273 513377; office@denton.e-sussex.sch.uk
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4. Summary of how the school meets the needs of children with SEN and disabilities

At Denton it is our belief that each child's potential should be developed to the full and that all children should be equally valued and given access to a broad and balanced education.

This report describes the way that we meet the needs of children who experience barriers to their learning, which may relate to sensory /physical impairment, learning difficulties, emotional/social development, or may relate to factors in their environment, including the learning environment that they experience in school. At Denton School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We believe there should be a whole school approach to providing for a child's special educational needs; we consider, too, that the knowledge, views and experience of a child's parents are of great importance.

Children with additional needs have Support Plans that are reviewed three times a year, or more often if required. SEN support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44)

If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

Specialist ASD facility

A full time teacher leads in the facility and a full curriculum is offered linked to the National Curriculum and individual needs from children's EHCPs.

The aim is for children in the facility to also access lessons with their class in the main school where they are able to do so successfully. This will be carefully planned and children will be supported to do this by Teaching Assistants from the Facility.

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs/disability (SEND) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is 'different from or additional to' that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Identification, Assessment and Provision.

Identification and assessment arrangements:

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. The SEN Matrix is used to ensure accurate identification of need and provision.
- Our aim is to identify any barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity.

The following strategies may be used to make judgments about a child's performance:

- response to day-to-day classroom work and routines;
- analysis of performance data;
- progress against termly targets;
- end of KS1 and KS2 assessments;
- standardised screening and assessment tests, including DST (Dyslexia Screening Test) PiRA reading assessment; PUMA maths assessment; Sandwell maths assessment; Speechlink; languagelink
- curriculum-based school assessment tests;
- discussion and information from parents;
- observation in classroom and/or playground;
- observation regarding social, emotional and mental health development.
- THRIVE assessment or Strengths/Difficulties Questionnaire for social, emotional and mental health development

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent/carer, the child may be recorded as needing either:

1. Clearly differentiated and targeted support within the class
2. Additional & different support through a Support Plan or an Additional Needs Plan
3. Additional support through an Education Health Care Plan

If a child has English as an additional language (EAL), support and advice will be gained from the EAL service. A child with EAL is not identified as having SEN unless further assessment shows areas of concern. SEN (6.24)

Partnership with parents/carers:

- Parents/carers of SEND children are involved at every stage as soon as problems or difficulties are identified.
- They are kept informed at all stages.
- Parents/carers are encouraged to reinforce at home any strategy that the school is implementing so as to strengthen the home-school relationship.
- We offer a range of school based workshops and information sessions as well as signposting parents to further support they may find helpful.
- East Sussex County Council has a SEND Information Hub. Through this website every parent has access to independent information and advice about SEND procedures, school-based provision and additional sources of help and information.
<https://localoffer.eastsussex.gov.uk/>

6. How does the school teach and support children with SEN?

Differentiated Curriculum Provision:

- The first step of the staged approach is for the school, in consultation with the parents/carers and the child, is to closely monitor the child so information is gathered and there is increased differentiation within the child's normal classroom work and environment.
- Differentiation is assumed as part of planning for all pupils and does not represent SEND.
- The differentiation may involve adapted learning objectives, teaching approaches and access strategies. It may also involve targeted support for Social, Emotional and Mental Health needs.
- Monitoring of progress will be carried out by the Class Teacher, supported by the SENCO and used to inform future differentiation within whole class planning.
- The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of

Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Through the school's performance management procedures (SEN 6.4) teachers and support staff are monitored to ensure good teaching and support of all children including those with SEND.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.

We look at the child's level of achievement and see what support they need to make good progress and reach their potential; we will use our assessment policy to do this. We talk with children and parents as part of the SEN support cycle (SEN 6.12).

Information about the curriculum for each year group can be found on the curriculum & class pages of the school website.

8. How are parents and carers involved in reviewing children's progress and planning support?

Staff at Denton Community Primary School and Nursery are committed to working with parents/carers to plan and review support for their children. Parents/carers have regular contact with class teachers informally and meet formally at parents evenings or planned meetings. Children who have SEND or additional needs have a 'Support Plan' written by class teachers in consultation with the SENCO. This Support Plan is reviewed 3 times a year.

An Additional Needs Plan (ANP) is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers, this is then written with parents/carers, class teacher and the SENCO.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an

Education, Health and Care assessment. This request can be made by the school or by parents/carers.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for the child/young person.

Children with Education, Health and Care plans have an annual review and parents/carers meet with the class teacher/SENCO to review Support Plan outcomes at least 3 times a year. The school and/or parents/carers can request an Early Annual Review, if needed.

9. How are children involved in reviewing their progress and planning support?

Children at Denton Community Primary School and Nursery are encouraged to take an active part in their learning and reviewing their progress.

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self- assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>Social, Emotional, Mental Health check ins with Thrive Practitioner or ELSA</i>	<i>Pupil, class teacher</i>	<i>Regularly through the week</i>
<i>Worry box or equivalent in class</i>	<i>Pupil ,Class teacher, support staff</i>	<i>Daily</i>
<i>Reflection sheets</i>	<i>Pupil, Class teachers, Support staff</i>	<i>When needed</i>
<i>School Council</i>	<i>Class, class teacher</i>	<i>Termly</i>
<i>RSHE lessons in class</i>	<i>Pupil, Class teacher, support staff</i>	<i>At least weekly</i>
<i>Pupil Voice</i>	<i>Pupil, SENCO, class teacher, teaching assistant</i>	<i>As needed for Support plans and external referrals. Used regularly to inform school staff of pupil's views</i>
<i>SEN Support Plan Reviews, PEP's</i>	<i>Pupil, parents, class teacher supported by SENCO as needed</i>	<i>At least three times a year</i>
<i>Annual reviews (EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher, support services, local authority.</i>	<i>Once a year(Termly Support plans 3x yr)</i>

10. How does the school prepare and support children to transfer to this school, a new school or to secondary school?

Our Nursery and Early Years Foundation Stage teachers routinely make contact with the parents/ local playgroups/nurseries before children enter school, and are made aware of any children who may have additional needs.

Any pre-school support services that have been involved with specific children liaise with the school, in the months preceding school entry.

When children with SEND move to another school all records and available information are passed to the receiving school. Where possible, the new school is contacted and needs/support is shared.

At the time of transfer from primary to secondary school, in addition to passing on comprehensive records, contact is made with the SENCO at the receiving secondary school and

needs/support is shared.

Secondary school staff are invited to the Annual Review for children with an EHCP to ensure information is passed on and effective transition arrangements have been put into place.

For any move to a new school, support and a transition package are arranged, where necessary, to ensure a smooth transition to the receiving school; this includes supported additional visits as well as extensive, bespoke support material.

11. What training do school staff have?

All our teachers have qualified teacher status.

Our SENCO is a qualified teacher and has the National Professional Qualification for Senior Leadership.

Five staff are THRIVE practitioners. One has done additional training to be a Family Thrive Practitioner.

Two Teaching Assistants are ELSA (Emotional Literacy Support Assistant) trained.

Two Teaching Assistants have undertaken Nurture training

Two members of staff are trained to administer the Dyslexia Screening Test.

Teachers and Support Staff have access to a wide range of training both for their professional development but also for them to understand and support children with additional needs more confidently. This can take the form of external training from specialists or in-house training from existing expertise within the school. Staff have accessed a range of training including Speech and language, Autism, Dyslexia, Mental health, Emotional Regulation, Sensory Needs, Sensory Circuits, Therapeutic Thinking.

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves – this is at least termly through Pupil Progress Meetings and more regularly if concerns are raised by parents or the Class Teacher. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Where children have support plans or EHCPs, termly targets are set and progress is measured against these targets.

All schools in East Sussex have the East Sussex Quality Mark for Inclusion. SEND provision is evaluated regularly and this is used to develop an action plan to further improve our SEND provision.

We send home a parent questionnaire every year then summarise the results and feedback to parents, staff and Governors. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and

through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment or facilities children need?

We make the school accessible to all pupils, in line with the Equalities Act, and make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. Please see our Equality Policy, which includes our Accessibility Plan for further relevant information as required.

<http://www.dentonprimaryschool.co.uk/web/policies/10126>

Special facilities:

- A lift provides access to/ from three classrooms, the Nursery and KS1 playground.
- Ramps are available from the main building to the playgrounds and to the front entrance of the school.
- Posters around the school are displayed with visual symbols whenever possible.
- An adjustable changing table is also available in a separate room in the EYFS area.
- Within the Specialist ASD Facility there is an accessible toilet with shower and adjustable changing table. There is also a Sensory Room.

Allocation of resources:

- Resources are allocated to support children with identified needs.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary, specialist equipment, books or other resources that may help the child are purchased.

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity within reasonable adjustments.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity with reasonable adjustments.

15. What support is there for children's overall well-being and their emotional, mental and social development?

Staff at Denton Community Primary School understand the vital importance of supporting children's social, emotional and mental health and well-being. A robust and detailed RSHE curriculum is in place and there is a focus on well-being daily. Zones of Regulation is used throughout the school as a way of children communicating and managing emotions.

We have a Therapeutic Thinking Approach to Behaviour which focuses on relationships and understanding that behaviour is communication. More information is in our Behaviour Policy <http://www.dentonprimaryschool.co.uk/web/policies/10126>

Within school:

Five members of staff are trained THRIVE practitioners and provide children with 1:1 and group sessions to further develop their emotional well-being.

A Nurture Provision is in place 4 afternoons a week for a group of up to 8 children that need specific support for their social and emotional development.

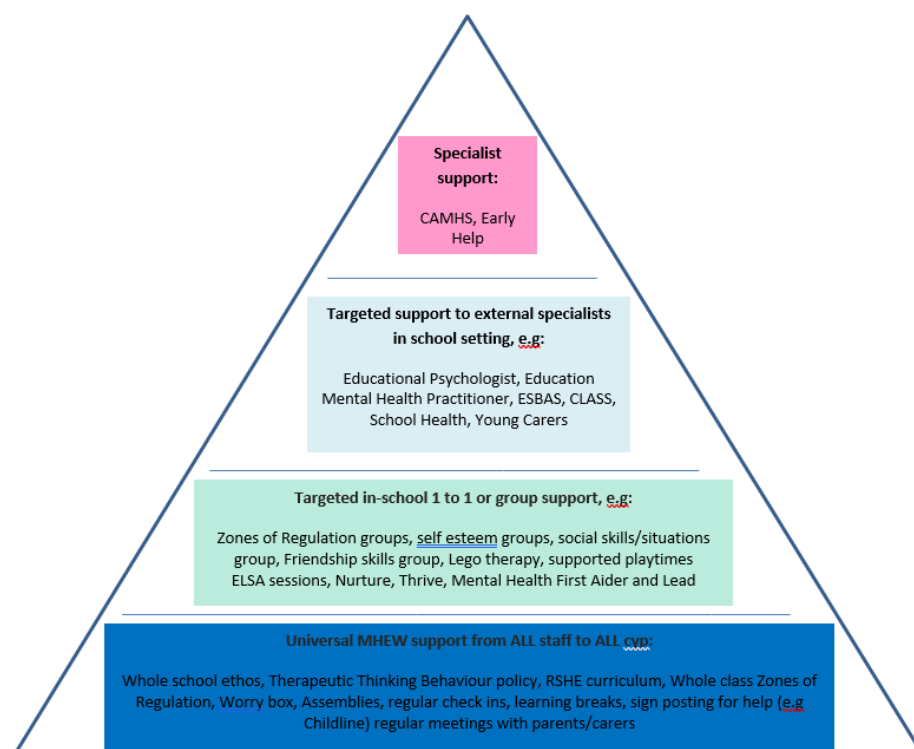
Two members of staff are trained as ELSAs (Emotional Literacy Support Assistant).

There are areas in each classroom where children can go to regulate their emotions and be in a calm space. Throughout the school there are several areas where children can be supported to have a learning break or continue their learning in a quiet space. This includes The Bay, The Lagoon and The Jetty. Children access these areas with the support of familiar adults. These areas are also available to children at playtimes.

Children are also able to discuss concerns with any members of staff and are actively encouraged to reflect and seek adult support whenever they may need it. Staff check in with children regularly and get to know children well so they can notice changes and intervene early.

Key support staff are trained in delivering support for children in loss/bereavement as well as managing change.

The school also has access to a range of services as listed in section 16.



Further policies that support SEND pupils include:

Behaviour Policy

Anti-bullying Policy

Safeguarding & Child Protection Policy & Procedures

Supporting Pupils with Medical Conditions.

<http://www.dentonprimaryschool.co.uk/web/policies/10126>

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents/carers are always involved in any decision to involve specialists and their consent is required for any referral.

The school works with a range of services to support children and their families including: Inclusion and Alternative provision team, Attendance Support Team, Communication, Learning and Autism Support Service (CLASS), Educational Psychology, ISEND Early Years Support, Child and Adolescent Mental Health Services (CAMHS), Education Mental Health Practitioners, School Health Team, Children's Integrated Therapy Services (Speech and Language, Occupational Therapy, Physiotherapy), Young Carers and Children's Services.

<https://localoffer.eastsussex.gov.uk/>

17. Where can I get information, advice and support?

The 'local offer' shows advice and advocacy services for children, young people and parents and carers

<https://localoffer.eastsussex.gov.uk/>

Parents/carers can gain independent information, advice and support regarding SEND from Amaze:

Amaze SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) are a local charity who offer free, independent, and impartial advice for all matters relating to SEND. Contact Amaze SENDIASS:

Phone: 01273 772 289

Email: sendiass@amazesussex.org.uk

18. What do I do if I am not happy or if I want to complain?

If parents/carers feel dissatisfied about any aspect of their child's SEND provision they should first approach the Class Teacher or SENCO to discuss the concern.

The Head teacher will be informed of any outcome and will meet the parents for an informal discussion if necessary.

If parents/carers are still dissatisfied they should make a formal complaint to the Governing Body via the Governor responsible for SEND.

Please see our Complaints Policy and Procedure, available on the school website or from the school office, if you require further information.

<http://www.dentonprimaryschool.co.uk/web/policies/10126>