



# Dane Bank Primary School



# SEND INFORMATION REPORT

**Approved by:**

Joanne Lennon &  
Charlotte Collins

**Date:** 01.03.2023

**Last reviewed on:**

March 2023

**Next review due by:**

March 2024

*The SEND Information Report is intended to sit alongside Dane Bank's SEND Policy.*

## **Introduction**

Dane Bank Primary School is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

Our statement of purpose is 'Enjoy and Achieve Together'. The achievement refers to attainment in academic, physical, social and emotional development, including children's well-being.

Our school aims to:

- Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- Provide quality first teaching to match the needs of all of our learners.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Make inclusion a thread that runs through all of the activities that run through the school.

## **Key Contacts**

- Joanne Lennon - Headteacher: [joanne.lennon@danebank.tameside.sch.uk](mailto:joanne.lennon@danebank.tameside.sch.uk)
- Charlotte Collins – SENDCo: [sendco@danebank.tameside.sch.uk](mailto:sendco@danebank.tameside.sch.uk)
- Dave Pilkington – Chair of Governors/SEND Link Governor

## **SEND Admissions**

At the CLIC Trust all of our schools follow their own local authority's admission procedures for primary school places. Therefore, Tameside Council manages our admissions.

For school admissions, parents/carers should apply through the local authority they live.

Tameside Council School Admissions Team are contactable on 0161 342 4004 or apply online [here](#).

Stockport Council School Admissions Team are contactable on 0161 217 6022 or apply online [here](#).

Manchester Council School Admissions Team are contactable on 0161 245 7166 or apply online [here](#).

Where children have Education Health Care Plans (EHCPs), admissions are made via the Special Educational Needs EHCP Team.

Tameside SEN Team can be contacted on 0161 342 4433 or via email to [senteam@tameside.gov.uk](mailto:senteam@tameside.gov.uk).

Stockport SEN Team can be contacted on 0161 474 2525 or via email to [specialeducation@stockport.gov.uk](mailto:specialeducation@stockport.gov.uk).

Manchester SEN Team can be contacted on 0161 245 7439 or via email to [sen@manchester.gov.uk](mailto:sen@manchester.gov.uk).

For further information on the admission of pupils with a disability, please read the school's [accessibility plan](#). If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

We provide both full time and part time Nursery places for children aged 3 from 1<sup>st</sup> September to the 31<sup>st</sup> of August of the previous school year. Children cannot be admitted to our Nursery until aged 3. Parents and carers should contact the school office if they wish to place their child's name on our Nursery waiting list.

### SEND at Dane Bank

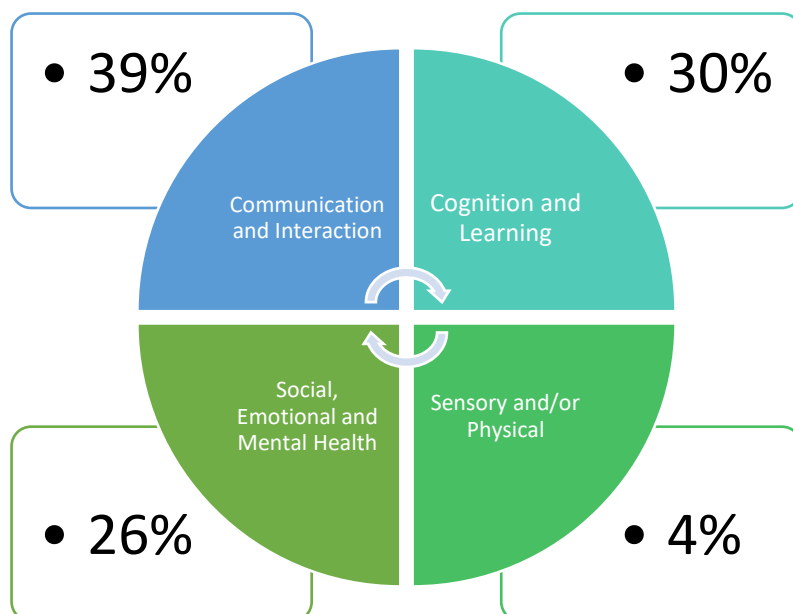
SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.

The SEND Code of Practice (2015) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.'

At Dane Bank Primary School, we have children with a range of SEND needs relating to these areas. In March 2023 the percentage of needs were:



Some of the children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

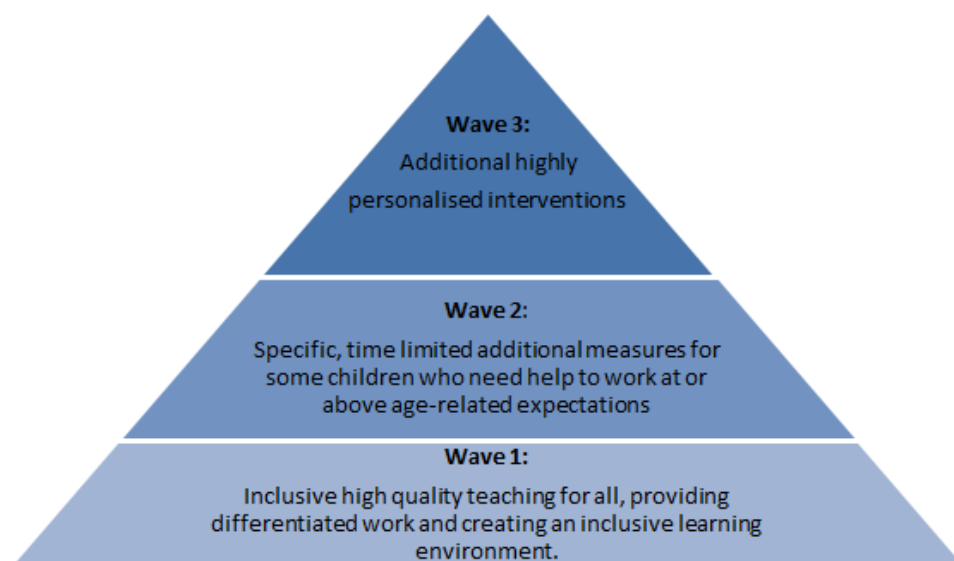
## Identifying of SEND.

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress, then this is raised as a concern with the SENDCo and/or other members of the Senior Leadership Team (SLT). Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENDCo. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes. At Dane Bank Primary School, there are regular vulnerable children's meetings where children with these needs may be discussed.

At Dane Bank Primary School, we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.



## Wave 1 – Universal Provision

This is the universal provision that underpins the practice of all staff at Dane Bank. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

### **Wave 2 – Targeted Support**

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

### **Wave 3 – Specialist Support**

Wave 3 is targeted provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEN register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP). These children have highly specific and individualised support that is statutory. Nationally 2.3% of children have an EHCP in a mainstream primary school.

As of March 2023, 1.73% of children at Dane Bank Primary School have an EHC plan.

## Types of Provision

There are many different strategies and interventions used at Dane Bank to support children's SEND needs. Please find below a brief overview for each of the 4 broad areas of needs. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

Communication and Interaction		
<p><b>WAVE 1 – All Classes</b></p> <ul style="list-style-type: none"> <li>• Differentiated curriculum planning</li> <li>• Word Aware Strategies</li> <li>• Modelled speech/language</li> <li>• Modelled Interaction</li> <li>• Targeted questioning</li> <li>• Talking partners</li> <li>• Group work</li> <li>• Class visual aids and prompts</li> <li>• Visual timetables</li> <li>• Key words/word banks</li> <li>• Drama activities</li> <li>• Sequencing activities</li> <li>• Additional processing time</li> <li>• Simplified Language</li> <li>• Sentence Stems</li> <li>• Opportunities for individual, pair, group or whole class working</li> <li>• WELLCOMM Screening</li> <li>• Regular communication through informal and formal meetings e.g. parent's evening</li> </ul>	<p><b>WAVE 2</b></p> <ul style="list-style-type: none"> <li>• SALT (Speech and Language Therapy) intervention</li> <li>• Pre-teaching of vocabulary</li> <li>• Increased observations, planning and adapting activities to consider individual communication needs</li> <li>• Personalised visuals to support</li> </ul>	<p><b>WAVE 3</b></p> <ul style="list-style-type: none"> <li>• Speech and Language Therapist assessment</li> <li>• Individual SALT programme support</li> <li>• Individual visual timetables</li> <li>• PECS (Picture Exchange Communication System)</li> <li>• Colourful Semantics</li> <li>• One Page Profiles</li> </ul>

## Cognition and Learning

<p><b>WAVE 1 – All Classes</b></p> <ul style="list-style-type: none"> <li>• Modelling of skills</li> <li>• High expectations</li> <li>• Success criteria and child led/choice of challenge approach</li> <li>• Little Wandle Phonics scheme</li> <li>• 1:1 and group reading</li> <li>• Guided writing</li> <li>• Scaffolds</li> <li>• Word mats</li> <li>• ICT to support learning</li> <li>• Writing frames</li> <li>• A range of physical resources to support maths concepts, such as Numicon, dienes, shapes, 100 squares etc.</li> <li>• Learning displays</li> <li>• Challenge tasks</li> <li>• Support from Teaching Assistants</li> <li>• All children's progress and attainment is assessed and tracked throughout the year</li> </ul>	<p><b>WAVE 2</b></p> <ul style="list-style-type: none"> <li>• BR@P intervention</li> <li>• Reading 1:1 and group interventions</li> <li>• Year 2 &amp; 6 Reading Boosters</li> <li>• Year 2 &amp; 6 Maths Boosters</li> <li>• Little Wandle Catch Up</li> <li>• Dialogic Reading</li> <li>• Ready to Progress (Maths)</li> <li>• Task boards to break down tasks into manageable chunks and support independence.</li> <li>• Precision Teaching</li> <li>• Pre-teaching of vocabulary</li> </ul>	<p><b>WAVE 3</b></p> <ul style="list-style-type: none"> <li>• Intense (1:1 or small group work) support in core and foundation subjects</li> <li>• Support from Educational Psychology (EP)</li> </ul>
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## Social, Emotional and Mental Health Needs.

<p><b>WAVE 1</b></p> <ul style="list-style-type: none"> <li>• Differentiated/ Adaptive Teaching curriculum planning</li> <li>• Whole school behaviour policy</li> <li>• School &amp; class charters</li> <li>• PSHE planned lessons using the Jigsaw scheme</li> <li>• Whole school assemblies</li> <li>• Talking partners</li> <li>• Class visual timetable</li> </ul>	<p><b>WAVE 2</b></p> <ul style="list-style-type: none"> <li>• Individual nurture plans</li> <li>• Individual reward system &amp; behaviour logs</li> <li>• Additional support at playtime</li> <li>• Peer mentoring or buddy systems</li> <li>• Transition support</li> <li>• Support from the Family Support Worker.</li> </ul>	<p><b>WAVE 3</b></p> <ul style="list-style-type: none"> <li>• Individual social stories to teach specific social skills</li> <li>• Positive Approaches, Behaviour and Nurture Support</li> <li>• CAMHS Support</li> <li>• Educational Psychology Support</li> <li>• Personalised timetable, in negotiation with young person and parents</li> </ul>
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<ul style="list-style-type: none"> <li>• Calm spaces in classrooms/school</li> <li>• Timers &amp; stress relievers</li> <li>• Emotion/social resources</li> <li>• Praise and high expectations</li> <li>• Praise postcards</li> <li>• Star of the Week</li> <li>• School council</li> <li>• Fidget toys/resources</li> <li>• Wobble cushions</li> <li>• Marvellous Me</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Support (Mrs Fuggle our PSHE lead)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adult support to structure any group or paired work</li> </ul>
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**Sensory and/or Physical Needs**

<p><b>WAVE 1</b></p> <ul style="list-style-type: none"> <li>• Differentiated/Adaptive Teaching curriculum planning</li> <li>• Accessible for all school building</li> <li>• Adaptions to the classroom (when appropriate)</li> <li>• Fine motor skill activities such as: peg boards, putty, cutting etc.</li> <li>• Additional movement breaks</li> <li>• Classrooms have age appropriate furniture and environments</li> <li>• Visual prompts, pictures and ICT used appropriately to aid learning</li> <li>• High quality resources are readily available, organised to enable independence</li> <li>• Seating plans or group tables are used – adjustments made for pupils who needs a specific seat</li> <li>• Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning</li> </ul>	<p><b>WAVE 2</b></p> <ul style="list-style-type: none"> <li>• Use of specialist equipment</li> <li>• Pencil grips</li> <li>• Coloured overlays</li> <li>• Lap weights</li> <li>• Sloping boards for desks</li> <li>• Adapted cutlery</li> <li>• Fidget kits</li> <li>• Wobble cushions</li> <li>• Ear Defenders</li> <li>• Balance boards</li> <li>• Fine motor programmes</li> </ul>	<p><b>WAVE 3</b></p> <ul style="list-style-type: none"> <li>• Health Care Plans</li> <li>• Individual workstation</li> <li>• Social stories</li> <li>• Targeted work from Occupational Therapy</li> <li>• School Nurse Team</li> <li>• Individual support with self-care where appropriate</li> </ul>
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<ul style="list-style-type: none"> <li>• Outdoor learning opportunities</li> </ul>		
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## **Assessment for Children with SEND**

We monitor and track the progress and attainment of all pupils at Dane Bank. We use a programme called Insight to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support as outlined in the provisions above.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments.

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their support plan each term
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## **Collaboration with Pupils and Parent/Carers**

At Dane Bank, we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavor to have an early discussion with the pupil and their parents, identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty, and staff take into account the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of children on the SEND register will be invited in for three review meetings during the year, including the annual review of Education, Health and Care Plans.

## **Transitions**

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS team. We understand that no two children are the same and are led by the child's needs as we increase their time over the school day if a phased approach is needed.

Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and moving up sessions into their new class.

New children in Years 1-6 will be invited in for an admissions meeting at school prior to starting.

We will then plan a child's transition to us with information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition.

## **Staff Training**

Our SENDCo, Mrs Collins has recently taken up the role and is currently completing the NASENCo award. She is a qualified teacher and has worked within the school for 7 years, teaching in Year 1. Mrs Fuggle is our PSHE lead and is currently teaching in Year 3. She has recently completed the Senior Mental Health Lead Training provided by the Thrive Approach. We provide training for all staff via staff meetings and/or as part of our INSET days. Here staff can be updated on matters relating to special educational needs and disability as required.

All of our teachers hold Qualified Teacher Status, and we encourage all staff, including support staff, to continually update their skills and knowledge.

We work closely with the local educational services; including our School Nursing team, Educational Psychologists, Occupational Therapists and Speech and Language Therapists.

## **Complaints about SEND provision**

We have an open-door policy at Dane Bank welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of resources, aids and services

[SENDIASS](#) (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed.

From July 2022, Tameside SENDIASS will be delivered by the Together Trust Special Educational Needs and Disabilities Information and Advice and Support Services (SENDIASS). They are contactable on 0161 359 8005 or [tamesidesendiass@togethertrust.org.uk](mailto:tamesidesendiass@togethertrust.org.uk). Stockport SENDIASS are also delivered by the Together Trust and are contactable on 0161 240 6168. or [stockportsendiass@togethertrust.org.uk](mailto:stockportsendiass@togethertrust.org.uk). More information is provided [here](#).

Manchester SENDIASS are contactable on [sendiass@manchester.gov.uk](mailto:sendiass@manchester.gov.uk) or [info@iasmanchester.org](mailto:info@iasmanchester.org) or 0161 209 8356. More information is provided [here](#).

## **Governors**

At Dane Bank, the SEND governor is Dave Pilkington. He meets regularly with the Senior Leadership Team, including the SENDCo, to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

He will do this by:

- Raising the awareness of SEND at our Local Governor Committee meetings
- Monitoring the quality and effectiveness of SEND provision within Dane Bank and update the governing body on this.
- Work with the Headteacher and SENDCo to oversee the strategic development of the SEND policy and provision in the school.

## **Local Offer**

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area.

Tameside's Local Offer can be found [here](#).

Stockport's Local Offer can be found [here](#).

Manchester's Local Offer can be found [here](#).

## **Reviewing and Monitoring the SEND Report**

This policy and information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year. The information report will also be approved by the governing board.

## **Further information...**

This information report sits alongside the following policies that parents may wish to read for further information:

[SEND Policy](#)

[Accessibility Plan](#)

[Safeguarding Policy](#)

[Behaviour Policy](#)

[Complaints Policy](#)

[Admissions Arrangements](#)

[Equality Policy](#)

[Medical Policy](#)