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How does the school know if my child needs extra help?

At Deanesfield Primary School children are identified as needing extra help through a variety of ways including the following:-

- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Child performing below age expected levels
- Lack of progress
- Concerns raised by Parent/Carer
- Liaison with external agencies i.e. Speech and Language Therapists, Occupational Therapist, Educational Psychologist, Hearing Impairment Team.
- Health diagnosis through Child Pediatrician
- Liaison with previous Schools or previous Nursery/Pre-School



What should I do if I think my child has Special Educational Needs?

- We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents and carers and hope that they are able to do the same with us.
- Talk to us – firstly contact your child's class teacher. They will liaise with the Inclusion Manager or Assistant Head Teacher for your child's phase.



How will Deanesfield support my child?

- The class teacher will oversee, plan and work with each child including those with Special Needs and Disabilities (SEND) in their class to ensure that progress in every area is made.
- Pupil progress meetings are held each term. At this meeting the class teacher and a member of the Senior Leadership Team discuss progress of all pupils in their class. This discussion includes provision for children who need additional support.
- Each year group plans additional support for all children across the year group based on termly assessments and this support is detailed on the class provision map.
- If a pupil requires additional support then the child may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to the need but will generally be for a term. The intervention will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- Our Inclusion Manager oversees all additional support across the school for children on the SEND Register.
- There may be a Teaching Assistant (TA) or High Level Teaching Assistant (HLTA) working with your child, either individually or as part of a group; if this is seen as necessary by the class teacher.
- Occasionally a pupil may need expert support from an outside agency such as Speech and Language Therapist, Educational Psychologist or other agencies. Referral forms are then completed in conjunction with parents or carers and forwarded to the most appropriate agency. After assessments, a programme of support is usually provided to the school and parents or carers.



What specialist services and expertise are available?

Specialist Services	Additional School Provision (delivered by staff who have attended courses and receive regular update training)
Speech Therapist Sensory Impairment Service Educational Psychologist Occupational Therapist Physiotherapist Child Development Centre Social Services Health Workers – School Nurse	<p>Specialist Resource Provision for pupils with a EHCP for Speech, Language and Communication - additional speech therapy and specialist teaching.</p> <p>Reading Recovery</p> <p>FFT (Fisher Family Trust)</p> <p>Better Reading Partnership (BRP)</p> <p>Talking Partners</p> <p>Nurture Group</p> <p>Early Literacy Support (ELS)</p> <p>Handwriting without Tears (HWT)</p> <p>Speech and Language Groups</p> <p>Attention Hillingdon and PALs</p> <p>'Team Teach' trained staff</p> <p>Grief and Bereavement support.</p> <p>5 Minute reading and mathematics box.</p> <p>Inclusion Manager is trained in Makaton, PECS [Picture Exchange Communication System], Speech, Language and Communication[ELKLAN], TEACCH [ASD], SpLD [Dyslexia] and ADHD strategies.</p> <p>Phonological Assessments</p> <p>Dyslexia Screening Assessments</p>
These are the main specialist we work with, but we are also sign posted to others by them.	<p>In addition to the above ongoing additional provision, each year group plans small group or 1:1 intervention to meet the needs of all children on a termly basis.</p>



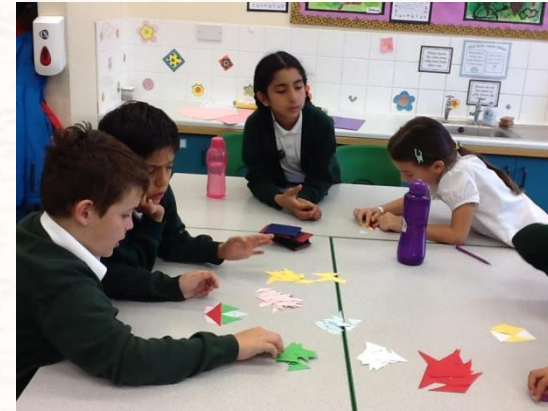
How will I know how my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome anytime to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents or carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they may have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set 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.
- If your child has complex SEND they may have an Education, Health and Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written.



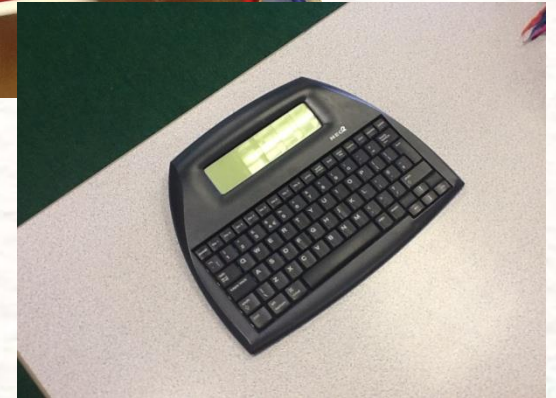
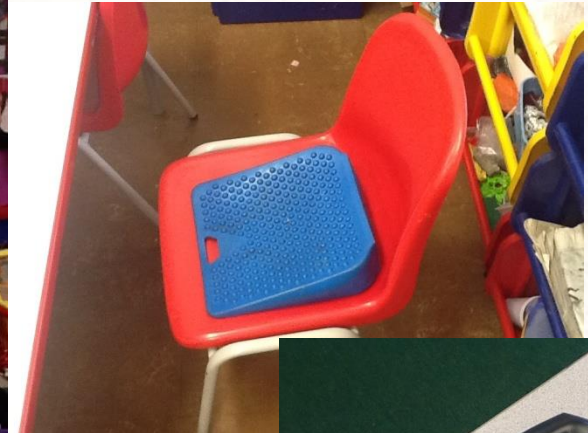
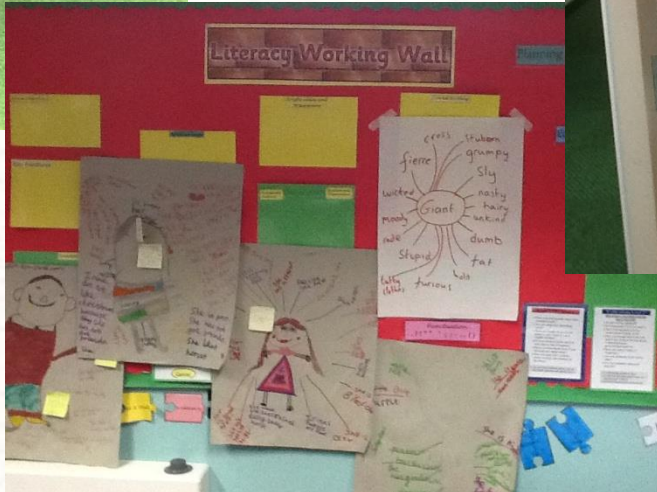
How will the curriculum be matched to my child's needs?

- All work within class is planned at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three or four different levels or activities of learning planned for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.



How much support will my child receive?

- The level of support your child receives will depend on their needs. The class teacher meets all parents or carers of children receiving additional support. At this meeting they will discuss the support your child has received and whether they will need continued support in the following terms.



How accessible is the school environment?

- The school site is wheelchair accessible with a toilet large enough to accommodate changing and showering within the Medical room. There are also two disabled toilets situated in the school.
- The school is flat and level apart from three steps in to the Sports Hall. A lift is available for wheelchair users to enable access to the Sports Hall if needed.
- Further Information can be found in our Accessibility Audit and Plan.



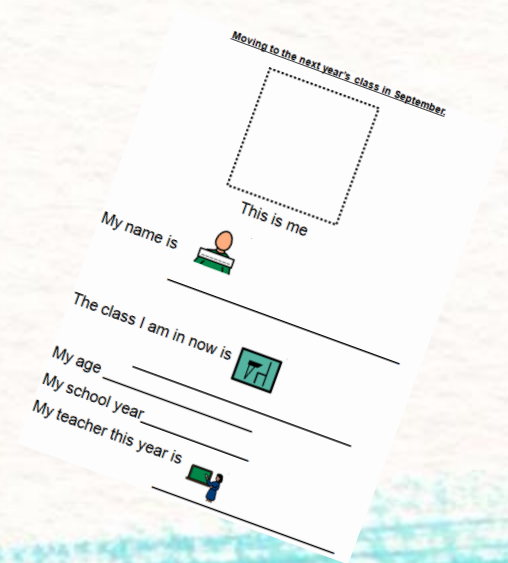
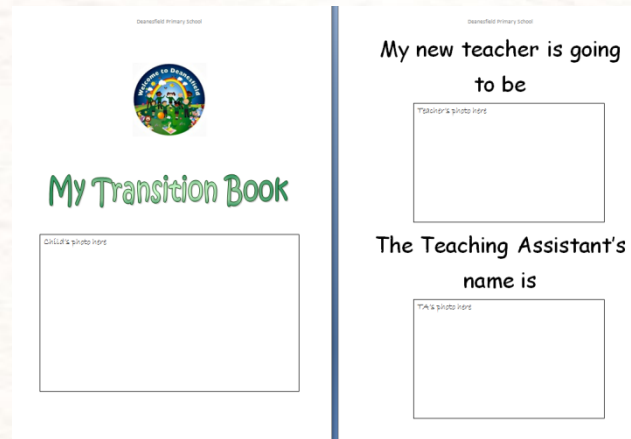
How will my child be included in trips and events?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised.



How will the school prepare and support my child when they join or when they transfer to a new school?

- We liaise closely with Staff when receiving and transferring children with SEND to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs and an Education, Health and Care Plan a transition meeting will be arranged to discuss how to best to enable your child make a smooth transition into school including pre-visits.
- We write social stories with children and create photo transition books to ensure success in transitioning to another class if a child's need require it.



Further Information

What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having a high self-esteem is crucial to a child's well-being.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Speech and Language Services.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site [please refer to the **Medical Policy**].
- Parents need to contact a member of the Welfare Team if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Welfare Team oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward and consequence system that is followed by all staff and pupils [please refer to **Behaviour Policy**].
- If a child has behavioural difficulties an Individual Behaviour Programme (IBP) may be written alongside the Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis [please refer to **Attendance Policy**]. Lateness and absence are recorded and reported upon to the Inclusion Manager and Head teacher.



Contact Us

Who can I contact for further information?

- admin@deanesfieldschool.org.uk
- 0208 845 2715
- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet our Inclusion Manager or Assistant Head Teacher for your child's phase.
- Look at the SEND policy on our website <http://www.deanesfieldschool.org.uk/>
- Contact SENDIASS [formerly Parent Partnership]-



Who should I contact if I am considering whether my child should join the school?

- Contact the Admissions Officer through the school office to book an appointment on one of our regular open mornings.
- School Admissions will be able to assist you in applying for a place within the main school.
- You can apply directly to the school for a place within our Nursery. The Admissions Officer will be able to assist you in this.
- If your child has a EHCP then contact your Special Needs officer at the Local Authority.

