Dean Bank Primary School

SEND Information Report

September 2026

Introduction

Our SEN Information Report – which is part of Durham County Council's Local Offer - provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on 08/10/2025. At Dean Bank Primary and Nursery School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN. At Dean Bank Primary and Nursery, we have a Designated Teacher for Looked after Children who works closely with the SENDCo to ensure all teachers in school understand the implications for those children who are looked after and have SEND. At Dean Bank Primary and Nursery School, we ensure that all pupils, regardless of their specific needs make the best possible progress. This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

Key Contacts

- Head Teacher – Mr Craig Brown
- SENDCo – Mrs Katie Hay
- SEND Link Governor – Mrs Sharon Temple

SEND Admissions

For information on the admission of pupils with a disability, please visit the School Admissions section of our website and view the **Accessibility Plan** in our School Policies section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment.

The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer

Our SEN Provision

There are four broad areas of special educational need, these are:

- **Communication and Interaction**
  This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
  This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
  This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
  This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The kinds of SEN that are provided for:

At Dean Bank Primary School, we have experience of supporting children and young people with a wide range of need including:

- Children with Autism Spectrum Condition
- Speech, Language and Communication Needs
- General Learning Difficulties
- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Children who have an emotional, social or mental health need that is impacting on their ability to learn.
- Children with hearing impairment and physical difficulties.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence. Children are given opportunities to develop independence and resilience so that they are enabled to become active,

responsible, and caring members of the school and wider community. We believe that learners with SEND should be fundamental to the teaching and learning policy and reflected in all other school policies. Dean Bank Primary and Nursery School prides itself in being inclusive which means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. The curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence at all ages and ability levels. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils. We believe that children with SEND should be provided with a curriculum that is sufficiently flexible to fully match their individual learning needs.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

• Ensure that all pupils have access to the school curriculum and all school activities.
• Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
• Ensure that teaching staff are aware of and are sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
• Pupils to gain in confidence and improve their self-esteem.
• To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
• To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
• To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
• Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
• To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
• To give every child the entitlement to a sense of achievement.
• To regularly review the policy and practice in order to achieve best practice.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive

risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN:

Support for children with physical and sensory needs:

• Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.

• Regular fine motor activities take place in the EYFS as well as for small groups where needed in KS1 and KS2.

• Specialist group support from outside agencies e.g. Occupational Therapy, EWEL Team, Sensory Worx, Physiotherapy and specialist nursing staff from NHS.

• Adult facilitated movement or sensory breaks / sensory diet at regular points during lesson time. Children can access the Sensory Room where there are sensory activities/toys available.

• Adult facilitated programme to develop fine motor skills, which is regularly monitored to ensure pupil progress.

• Adult facilitated programme to develop gross motor skills, core strength and/or mobility skills.

• Additional support to safely access the environment, curriculum and off-site visits including swimming.

• Adult support to facilitate participation in lessons; to encourage and develop pupils attending and listening skills as well as contributions to the class.

• Adult to support any social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of their needs.

• Adult support during school visits or activities such as swimming where information will need to be relayed individually to ensure understanding and safety for the pupil including during any emergency procedures.

• Increased personal care provision to facilitate self-care skills, such as eating, drinking, toileting and to support development of independence in these areas.

Support for children with speech, language and communication needs:

• Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.

• Daily Speech and Language interventions following advice from SALT team.

• Use of visual aids to support children with speech, language and communication needs.

• Adult to implement intervention work on speech and language targets.

Support for children with communication and interaction needs:

• Frequent and ongoing direct teaching of specific speech and/or language under the advice of outside professionals e.g., SLT, ASC Team.

• Frequent opportunities planned to develop early interaction skills e.g., intensive interaction.

• Planned explicit teaching of early play skills, which may be linked to language development and/or social development, under the advice of a professional.

• Personalisation of tasks and activities (e.g. layout and content of task and variation in resources used to consider communication needs and/or developmental stage.

• Highly supported opportunities for positive interaction with others. Daily lunchtime nurture club to develop turn-taking skills and build friendships with peers. Adult modelling to ensure children are supported throughout interactions.

• Adult supported structured interaction to practise skills within social contexts.

• Frequent adult commentary on what the pupils is doing in a preferred activity to develop simple language and improve attention and listening skills.

• Frequent adult facilitation of listening and attention in adult led tasks through the use of an enabling environment (e.g., different spaces, group sizes, visuals, and motivators).

• Frequent adult support to use visual aids/resources to enable pupils to communicate needs, wants and ideas.

• Frequent adult support to negotiate/compromise to enable the pupil to communicate in a safe and assertive manner.

• Interventions in small groups, pairs or 1:1 on programmes recommended by professionals.

Support for children with social, emotional and mental health difficulties:

• Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.

• Weekly sessions available in school from the school counsellor.

• Specialist group support from outside agencies e.g. CAMHS Mentoring, EWEL team and Counselling Service.

• Individualised evidence-based social and emotional programmes facilitated by staff who have had additional relevant training.

• Adult facilitation of proactive and carefully planned adaptations to the daily routine and environment to reduce demands.

• Key adult available to help negotiate/navigate tasks and activities.

• Adult focused work on promoting self-esteem and confidence.

• Use of a structured framework/approach around conflict resolution which focusses on repairing and restoring relationships e.g., restorative approaches.

• Adult focused support around inclusion and engagement e.g., scaffold support around social interactions including unstructured times.

• Adult facilitated support so that key social and emotional skills are consolidated and generalised e.g., using social stories to aid understanding of a range of situations.

• Key adult to monitor, plan and facilitate early intervention strategies and support via co-regulation and recovery e.g., distraction, reframing, sensory breaks.

• Individualised Nurture approach with check-ins planned into the daily routine.

• Frequent activities and interventions with peers are carried out in a very small group with adult modelling, sensitive scaffolding with a focus on developing social skills.

• Frequent adult support across the day to enable the pupil to tolerate others in their space.

• A member of staff is trained as an ELSAs.

Support for children with cognition and learning needs:

• Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed. Work differentiated and matched to the needs of the children.

• Maths and English specific interventions to support children with cognition and learning needs.

• Specialist group support from outside agencies e.g. Educational Psychology Service

• Differentiated materials.

• Teaching assistants are available to support children.

• The Sensory Room allows children to learn in a way that best suits their needs, e.g. in a practical and physical way or in a space which is quieter than the classroom.

• Adult provides specific support and check ins for a higher proportion of lessons to increase/maintain attention and concentration skills, time on task, understanding of instructions and tasks and independent learning skills.

• Adult to facilitate regular pre/post teaching for specific areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress (e.g., topic/specialist language).

• Adult supported access to a personalised workstation/quieter area.

• Adult support which emphasises direct teaching, alternative teaching approach and support to generalise skills for a high proportion or parts of every lesson (e.g., alternative to phonics, structured multi-sensory techniques).

• Adult to provide support to implement learning at a different pace and/or stage e.g. Precision Teaching.

• ·Adult to provide and facilitate extended play experiences (e.g., imagination, concepts and problem solving).

Staff undergo regular training throughout the year and this is systematically fed back to staff and practitioners through weekly staff meetings. All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training. Staff training is driven by the particular needs of our children and this helps us to meet them as fully as possible. Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by the Community of Learning. The school's SENCO regularly attends the Local Authority's SENCO Network Meeting to keep up to date with local and national updates in SEND. More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the School Policies section of our website.

How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching.

Early Identification of Need

Early Identification of Need In deciding whether to make special education provision to support educational, social, physical or emotional needs, we listen very carefully to the views of parents, staff and the child themselves. Often children may join Dean Bank Primary and Nursery School with parents having a clear understanding of their child's needs and as a school, we see parents as partners in their child's educational journey. Sometimes, however, school staff may initially identify a concern. If this were the case staff would liaise with the parents at the earliest opportunity to discuss such concerns and agree 'next steps'. For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

SEN Support

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of **"Assess, Plan, Do, Review".**

This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

A SEN Support Plan: the school oversee children and together the school and parents initiate, review, amend and cease support for children whose needs are seen at a 'SEN Support Plan' (school) level.

An Education, Health and Care Plan (EHCP): An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. Parents and carers are always welcome to call in and see how their child is doing and you are encouraged to contact the class teacher or SENCO if you want an update on progress.

For children who are in receipt of a school 'SEN Support Plan' we hold meetings termly to review children's progress towards their outcomes and to devise new outcomes for the following term. The 'SEN Support Plan' is a working document- staff may find that outcomes are met before the termly meeting. In this instance they may invite parents into school early to review and set new outcomes.

If a child has an Education, Health and Care Plan (EHCP) parents will also attend an additional parent's meeting each year. This is a child centred 'Annual Review' for all pupils with an Educational Health and care Plan

How are children involved in the Plan, Do Review approach?

As with everything related to any child in our school – they have an opinion and voice that is listened to. At child centred reviews (for children with statements and EHCPs) the child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting to submit their own ideas with the help of our

SEND staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses. At Dean Bank Primary and Nursery School we build effective relationships that with our children, which means that we have regular, conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Throughout the SEN support process, we also invite advice and opinion from any outside agencies that are also in contact with the child.

If parents and professionals involved with a child feel that further support is needed to meet the needs of a child currently on a Support plan, it may be felt that an EHC assessment is required. Professional and parents will work very closely together at this stage to ensure that any relevant interventions and targeted support is used effectively to help to meet needs.

For more detailed information see the Local Offer.

Details of Identification and Assessment of Pupils with SEN

As well as listening carefully to the views of parents and class teachers, the SENDCo will check the termly assessments of all children in the school to ensure that progress is being made. If there are children not making the expected level of progress, the SENDCo along with the Head teacher and class teacher will meet to discuss the reasons for this. Parents will be invited to meet with staff to help to put together a Support Plan to address any concerns.

The SENDCo will carefully monitor the progress of children on 'SEND Support Plans' or Education, Health Care plans. Termly assessments carried out by the teacher will be monitored and progress will be evaluated. The SENDCo will also routinely collect in the teacher's SEN file to monitor the efficacy of Support Plans.

The SENCO routinely carries out learning walks and book scrutiny to monitor the support given to children and the progress that is made. The SENDCo will observe teaching to ensure that the teaching styles are meeting the needs of all learners. Assessments will be carried out at the start and end of any intervention to help to identify progress. Teachers will be responsible for planning activities suited to the needs of all of the children.

Every class has an appointed teaching assistant who is responsible for supporting groups of children and, in some cases, individuals. They will spend time on individual or group interventions and will use this knowledge to help inform the teacher's planning.

Assessments of progress will be made on the Insight assessment system. This allows progress and attainment across the curriculum to be recorded and monitored.

Staff in school understand that all children are individual and unique. We recognise the efforts and abilities of all children and praise them for their successes.

For further information please view or download our Accessibility Plan which can be found in the [School Policies section] of our website.

How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

• Ensure that any barriers to learning and achievement are removed for all activities to enable children to enjoy and achieve.
• We ensure that our curriculum is tailored to the needs of the children.
• We ensure that all children feel safe, happy and proud of their achievements. Our positive reward policy helps us to celebrate the achievements of all children. The Class Dojo system also allows us to share these achievements with parents and carers.

How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people.

We do this in a variety of ways, including:

• Robust evaluation of policy and practice- The SENCO regularly attends training to ensure up to date knowledge and practice.
• File and Book scrutiny- The SENCO and Head teacher regularly monitor assessments, books and Support Plans to ensure progress.
• Learning walks- The SENCO, Head Teacher, SLT and Governors regularly carry out learning walks to observe high quality teaching and provision.
• Performance management- The SENCO is held accountable for the progress of the children with SEN. She regularly meets with the Head Teacher and the SLT to talk about progress and provision for children with SEN. Support for Emotional & Social Development

At Dean Bank Primary and Nursery School, we recognise the need to support the emotional and social development of our children. This is particularly important for children with ASD.

• Weekly sessions available in school from the school counsellor.
• School operates a ‘Buddy’ system for learning and social activities. Younger children supported by older children.
• After school games clubs promote social development.
• Lunchtime clubs promote opportunities for children to develop their social skills in a safe environment.
• Two staff members have completed their ELSA training and sessions are available throughout the week.
• Support pupils to develop their resilience, it is OK to make mistakes, adopt a fresh start and ‘can- do’ approach.
• Predictable, structured routine.
• Maintain good relationships with pupils by valuing them as individuals.

• Children experience frequent opportunities to experience success and to receive praise from staff.
• Children's social and emotional wellbeing is a priority.
• Opportunities to work in small group situations to facilitate the development of social interaction, turn taking and cooperation with peers.
• Specific cues for changes/instructions e.g., visual, use of name, warning in advance.
• Pupil to independently access or request access to an environment with reduced social demand, access a personalised workstation/quieter area etc.

Looked After Children with SEND

At Dean Bank Primary and Nursery School our Designated Safeguarding Lead, Mr Craig Brown is the primary Designated Teacher for Looked after Children. Mrs Kirsty Hall (Deputy Safeguarding Lead), Mr William Haynes (Deputy Safeguarding Lead) and Mrs Katie Hay (SENDCo, Deputy Safeguarding Lead, NASENCO qualification in 2024) also have the required knowledge and training for the role. Mrs Sharon Temple is our 'Looked After Children' governor. They ensure all teachers in school understand the implications for those children who are looked after and have SEN.

We work very closely with all the team around a looked after child. We are involved in developing the PEP and use Pupil Premium to ensure that any specific interventions are implemented.

SEN Transition

How we support children/young people with SEN starting at our school

When a child with SEN starts our school we will liaise with the parents to ensure that the transition is smooth and sensitively carried out. Adjustments may be made to the length of the school day where necessary. A home visit may be carried out to get to know the child before they start our school.

How we support children/young people with SEN moving between classes in our school

As we are a relatively small school, most of the children in our school know all of the staff. We ensure that children spend time with their new teacher before moving class. Teachers meet to discuss the needs of the children before the start of the new term. Additional transition visits may be needed for children with SEN. Children are given a transition booklet to refer to over the holidays (September start).

How we support children/young people with SEN leaving our school

We have set up effective links with our local secondary schools. The children in Year 6 are visited by a transition worker on several occasions before they move schools. Teachers from the secondary school meet with the SENCO and class teacher in the Summer Term, to pass on information and arrange transition visits. The SENCO may work with the child, parents and secondary school to organise additional visits and/or planning meetings for children with SEND.

Our SENCO is Mrs Katie Hay. She can be contacted at k.hay300@deanbank.durham.sch.uk. Mrs Hay has achieved the National Award for SEN Coordination. Details of the SENCO's role can be found in the SEN Policy which you can find in the school policies section of our website.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child. These include:

Durham SEND Information, Advice and Support Service

- One Point Ferryhill
- The Educational Psychology Service
- CAMHS
- ASC Team
- Occupational Therapy
- Physiotherapists
- Sensory Worx
- Cognition and Learning Team o Counselling Service
- EWEL team

How We Secure Specialist Expertise

Our Additional Needs Budget is used to support children and young people with SEN. This is used to support children and young people with SEND by:

• Providing each class with a teaching assistant to support children within class or to carry out interventions when necessary.

• The purchase of specialist computer packages to help support specific needs e.g. Clicker, Word Shark, Lexia, Widget
• Allowing staff to access training specific to individual needs, for example ADHD, Autism, ELSA
• Providing one to one support, or one to two support from a teaching assistant, where necessary.
• The set up and running of a 'Sensory Room' where children receive individualised support.
• ELSA training and supervision for staff members.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

Consulting with our SEN Pupils, Parents & Carers

Consultation with Children and Young People with SEND Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

Consultation with parents and carers of children and young people with SEND We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

- There is a range of ways this can be done, for example:
- Termly parents/ carers evenings;
- Termly SEND review meetings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Compliments, Complaints & Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the contact the school of our website. Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed. Further information can be found in the Complaints Policy in the our school policies section of our website or by visiting the Durham SEND Information, Advice and Support Service website.

Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- Equality Policy, Information and Objectives
- Accessibility Plan
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

Useful SEND Links

The links below may be useful to find out further information about other policies, legislation and guidance.

- SEND Pathfinder
- Achievement for All
- (GOV.uk) Supporting Pupils at School with Medical Conditions
- (GOV.uk) Children and Families Act 2014
- County Durham Families Information Service
- Special Educational Needs and Disability Code of Practice 2015
- Durham SEND Information Advice and Support Service
- Parent Carer Support Group