

# St Denys Information Report for Special Educational Needs and Disabilities (SEND) 2025/26



## Our Vision

At St Denys Primary we believe that **every individual** has the **right to achieve** and we will learn and work collectively, in partnership with parents, families and the community to make sure this happens. We recognise that in an ever changing, technological world we are preparing children for the unknown. We want to ensure that we give them the knowledge, skills and understanding they will need to enable them to make positive choices in their life and to be confident, happy, successful citizens both now and in the future. We realise that learning is about today as well as tomorrow.

We welcome all children and are committed to providing:-

- A commitment to high expectations
- An open door policy where everyone is trustworthy and approachable
- Consistency in all we do
- Teaching that is inspirational, flexible, inclusive and challenging for all children including those with SEND
- Learning that encourages choice, initiative and flexibility
- A creative curriculum that is experiential, meaningful and reflects diversity
- A safe, happy and stimulating environment that promotes risk taking
- Adults that act as positive role models
- A culture of mutual respect where everyone is valued for who they are
- A learning culture where communication and reading are priorities

Learning difficulties	Communication/interaction difficulties	Autism spectrum	Specific learning difficulties	Physical difficulties and medical needs	Sensory difficulties	Behaviour, emotional and social difficulties inc. mental health
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The table below demonstrates how we put support in place for all pupils with SEND (including the areas set out above).

Question	Answer
<p><b>How does St Denys Primary know if children need extra help? What do I do if I think my child/young person has special educational needs?</b></p>	<p><i>St Denys Primary is committed to early identification of Special Educational Needs (SEND). The progress of each child is tracked closely using a wide range of evidence and monitored closely by teachers, the Special Needs Co-ordinator (SENDCo) and Senior Leaders. If the evidence suggests that any child is not making expected progress the teacher in consultation with the SENDCo will decide whether additional/different provision is needed. If you are concerned speak to the classteacher or SENDCo.</i></p>
<p><b>How will St Denys Primary support my child?</b></p>	<p><i>Your child's teacher and SENDCo will oversee the education programme and plan according to the needs of each child. Depending on the level of need and the intervention, an education plan will be created in conjunction with the SENDCo, child and class teacher. This plan will include the planned intervention, who will be responsible and specific targets and timescales. These plans are called 'Journey to Success'. The children will have a target card which is written in simple language to support the children in understanding what area they have to develop next. Parents will be informed at each stage. Sometimes a child will need additional support to access the curriculum or manage his/her behaviour, a Teaching Assistant may support your child to be successful. It may be appropriate for your child to have one-to-one support in areas such as speech and language or basic skills including phonics, maths or reading. Staff are updated annually on best practice for safeguarding of all pupils. This is especially useful for the most vulnerable pupils such as those with special educational needs. Leaders and staff at St Denys Primary School are sensitive to the additional needs of pupils and their families.</i></p>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p><i>All teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. The quality of teaching and learning is monitored rigorously by the Leadership Team.</i></p>

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<p><b>How will I know how well my child is doing and how will you support my child's learning?</b></p>	<p><i>We are welcoming school and make sure that good communication with parents is given the highest priority. You are able to speak to teachers on a daily basis either in classrooms in the 10 minutes before school starts or on the playground after school. You can also ask for an appointment to speak with your child's class teacher or the SENDCO at a mutually convenient time. There are termly parent evenings and you will receive a target summary in the spring term and a full written report in the summer term. We will always ask to see you if we have concerns about your child's progress.</i></p> <p><i>If your child has a statement of SEN or an 'Educational Health Care Plan', an annual review is held according to the guidance in the SEN Code of Practice.</i></p>
<p><b>What specialist services and expertise are available and can be accessed by St Denys Primary?</b></p>	<p><i>We also link with other professionals such as Child and Adolescent Mental Health, Jigsaw, Social Care, Educational Psychology, Occupational Therapy, Speech and Language Therapy, Southampton Advice Outreach Service (SAOS) (for learning and/or behaviour support from a specialist team linked with local Southampton special schools) and 'Family Matters' support workers. We also link with medical professionals such as School Nursing and Medical Specialist Nurses for epilepsy, diabetes, asthma etc</i></p>
<p><b>What support will there be for my child's overall wellbeing?</b></p>	<p><i>At St Denys Primary we have a Nurturing Ethos at the core of everything we do</i></p> <p><i>Our Family Inclusion and Teaching Assistant Team (as well as Teachers) identify children who need additional support with social, emotional and behavioural difficulties. We provide additional Emotional Literacy support programmes for individuals/small groups as the need arises. There is a shared responsibility by all staff to look for the positive in all children. Pupils working on specific behavioural targets will be supported by all staff who make a conscious effort to notice and reward them for positive choices. There are also home/school communication books and reports for pupils who need them.</i></p>

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### What training have staff supporting children with SEND had?

*Mr Davies has worked in a number of schools and has a wealth of knowledge including experience with positive behaviour support. He receives regular training and keeps abreast with all recent research and development. His most recent training has been focused on behaviour, ADHD, the use of sensory stories within a mainstream school and 'Attachment Aware Schools'. The school is also soon to be involved in a Trauma in Schools project helping to increase understanding and knowledge about how best to support pupils who have experienced trauma.*

*Support from outside agencies is viewed as professional development for staff as well as support for the individual child. Staff work closely with any external professional who works within the school to ensure we learn and build capacity for supporting all children. Recent examples include working with SAOS including Springwell School and Vermont school outreach, working alongside speech and language professionals, Occupational Therapists, Educational Psychologist, including supporting two trainee Educational Psychologist for the past few years working in school with staff and children.*

*A strong feature of our recruitment process is ensuring staff who join the school have the relevant training and experience. This has been particularly important where we have needed to provide one-to-one support for pupils with specific needs.*

*All staff undergo specific training to ensure that we have the skills and expertise necessary to support all children. This may be whole staff training or individuals and groups. Recent training has included speech and language, supporting children with autism, supporting challenging behaviour, and regular health training such as supporting pupils with diabetes, asthma, epilepsy and using an Epi-Pen. There are regular audits of expertise to support this.*

### How will my child be included in activities outside the classroom including school trips?

*We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included and additional support is put in place where appropriate. We*

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	<i>will liaise closely with parents to support their child accessing the activity/trip.</i>
<b>How accessible is St Denys Primary?</b>	<i>We make every reasonable adjustment possible. The school is mostly on one level. We have one two accessible toilets and a Nurture Room with a calming space and dedicated outdoor area.</i>
<b>How are parents/young people currently involved at St Denys Primary? How can I get involved and who do I contact for further information?</b>	<p><i>We value our parent partnerships highly and welcome parents volunteering in the life of the school. This includes coming into classrooms at the start of the day to share books and share 'start of the day' activities with children, volunteering in classes to hear reading or support learning, helping on trips and running clubs. Please contact the class teacher if you feel this is something you can offer.</i></p> <p><i>We also run regular SEND and MHST (Mental Health in Schools Team) Parent Coffee mornings with a range of invited speakers.</i></p> <p><i>We have a strong House system with House Captains and Learning Power Champions who take a lead on improving our school. We also have a School Council, with representatives from our Houses, who meet to discuss school issues and come up with solutions.</i></p> <p><i>Children throughout the school are regularly asked their opinions about particular aspects of school life by the Leadership team and other adults.</i></p>
<b>How will St Denys Primary School prepare and support my child to join the school and then transfer to another school?</b>	<i>We make every effort to ensure every child has a smooth transition into the school, within the school and beyond. All families joining the school meet with the headteacher and are introduced to the key members of staff the child will be working with. Children starting school will be visited at home by their teacher when they begin school in Year R. They will also have regular opportunities to come into school and their teacher will visit their pre-school and meet with the SENDCO and staff at their Early Years setting. Any relevant records are passed on and looked at carefully. Additional transition visits can be arranged as necessary.</i>

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	<p><i>Within the school there is a half-term of transition activities to ensure pupils moving from class to class feel secure and have the best possible start.</i></p> <p><i>Additional transition visits or transition activities such as the use of social stories can be planned as necessary.</i></p> <p><i>Pupils transferring to secondary school are well supported. The Year 6 teacher and SENDCO meet with relevant staff at the receiving school to discuss any necessary information and pass on records etc. Pupils undergo transition visits to their new school and most secondary schools visit the pupils at St Denys Primary before they transfer. Staff provide additional support for those who need it and additional transition visits are arranged as necessary.</i></p>
<p><b>How are the school's resources matched and allocated to children with special educational needs? How is this decision made about what type and how much support my child will need?</b></p>	<p><i>The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make-up of our school cohort. We allocate support according to need and regularly monitor impact to ensure funding is spent wisely. Additional interventions are funded to support children's progress. If your child has an Education, Health and Care plan (EHCP), we will ensure that the provision specified for support is provided.</i></p>
<p><b>Who can I contact for further information?</b></p>	<p><i>Your first point of contact, if you want to discuss something about your child, is your child's class teacher.</i></p> <p><i>You can contact any member of the school leadership team if you have any questions. You can also contact our School SENDCo, Mr Billy Davies at <a href="mailto:deputy@stdenenysprimary.co.uk">deputy@stdenenysprimary.co.uk</a></i></p> <p><i>If you would like to apply for St Denys Primary School please contact the school to arrange a visit and make an application through Southampton Local Authority Admissions.</i></p>

## **St Denys Information Report for Special Educational Needs and Disabilities (SEND) 2025/26**

### **Complaints Procedure:**

#### **What should you do if you feel that the St Denys Primary Local Offer is:**

- Either not being delivered or
- Is not meeting your child's needs?

You should talk to your class teacher in the first instance and/or talk to our Special Needs Co-ordinator. If you are not satisfied with the response then please talk to our Headteacher. If you are still not happy, please follow our Complaints Procedure which is available on our website.

#### **How are decisions made and how is the Local Offer reviewed?**

Decisions are based on the information gathered from Pupil Progress meetings and through the School Improvement Plan. This Local Offer was drafted and amended after consultation with parents, pupils, governors and parent support groups.

#### **Where can I go for more information:**

If you need any more information please do not hesitate to contact the school's Special Needs Co-ordinator, Billy Davies Email address: [deputy@stdenysprimary.co.uk](mailto:deputy@stdenysprimary.co.uk)

Telephone: 02380 556982

Please also see [Southampton City Council's Local Offer](#)



## **Further and Additional Information**

### **What kinds of Special Educational Needs does the school make provision for?**

At St Denys Primary school, we make provision for pupils who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each pupil.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

#### **Cognition and Learning**

Children and young people who find learning, thinking and understanding harder than most other pupils.

Some of the things children with these difficulties might find difficult are:

Take longer to learn important skills

Find it difficult to remember things such as the important words for reading and times tables

Find it hard to understand how to use letter sounds to read and spell words

May need more time to think about their answers

#### **Examples of support available in our school**

- Teachers change what they are teaching or the way to help the child or young people learn more with the rest of the class
- Extra support can be given in a small group by an adult to help the child or young person learn the things they are finding difficult
- Extra support can be given to the child by an adult for a short time during the day to support them learn skills
- Individual targets may be set to help show what the child needs help with access to specialist support from a teacher or other professional

#### **How we check it is working**

- Look at the targets set to see if the child has achieved them
- Talk to adults who have worked with the child
- Talk to parents
- Talk to the child
- Use the school tracking system to see how much progress the child has made
- Have meetings with other staff in school to talk about how the child or young person is learning
- Ask for other professionals to work with the child to check the progress being made



## **Communication and Interaction**

Children who find it difficult with interacting with the people and world around them.

Some of the things children with these difficulties might find difficult are:

- Talking to other adults and or children and young people, especially when in a group

Talking about a topic they haven't chosen to talk about

Making friends or keeping a friend for a long time

Following rules made by someone else

Dealing with changes in the way they usually do things

Dealing with noises, smells or other sensations around them

Saying the things they are thinking

Understanding what other people mean when they are talking

### **Examples of support available in our school**

Teachers change what they are teaching or the way to help the child learn more with the rest of the class

Use support programmes especially made to help the child to build communication and interaction skills

Use things in the classroom to help the child understand or deal with things that are happening (for example visual timetables, task boards, social stories)

Get advice from professionals and specialist staff trained in school to give advice to adults working with the child

Individual Plans so that all staff are aware of what works well with individual children

### **How we check it is working**

Observations of the child to see if they are communicating or interacting differently

Look at the targets set to see if the child has achieved them

Talk to adults who have worked with the child

Talk to parents

Talk to the child

## **Social, emotional and mental health difficulties**

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Some of the things children with these difficulties might find difficult are:

Following rules set by others  
Sitting still for very long  
Listening to and following instructions  
Understanding how they are feeling  
Making friends  
Dealing with their difficulties in a way that does not cause harm to themselves or others  
Taking responsibility for the things they do

### **Examples of support available in our school**

Get advice from professionals and specialist staff trained in school to give advice to adults working with the child  
Extra support can be given in a small group by an adult to help the child learn about how to help themselves  
Extra support can be given to the child by an adult for a short time during the day to let them talk about the things that upset them  
Individual targets set to help show what the child needs help with  
Support from the Nurture Teacher and Nurture Team

### **How we check it is working.**

Observations of the child to see if they are coping better in school.  
Talk to adults who have worked with the child  
Talk to parents  
Talk to the child  
A Learning Mentor to work with the child and parent in small groups or 1:1

### **Sensory and/or physical needs**

Children who have a disability that may make it difficult for them to manage their everyday life without change or support

This may be because of hearing or visual difficulties, physical disabilities or other medical needs.

Some of the things children with these difficulties might find difficult are:

Hearing what others in the classroom or school setting are saying  
Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them  
Moving around without the aid of a walking aid or wheelchair  
Using pencils, scissors, knives and forks and other things that we need to use without changes or support  
Taking medication without adults helping them

### **Examples of support available in our school**

Professional advice from specialist staff

Physiotherapy

Support from outreach services such as the hearing or visual impairment or physical disability teams

Specialist equipment

Motor groups

Adaptations to the school environment where possible

### **How we check it is working.**

Monitoring that the child has full access to a broad and varied curriculum

Observations of the child within the school environment

Talk to adults who have worked with the child

Talk to parents

Talk to the child

## **How does the school identify and assess Special Educational Needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers
4. Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

In school we use a variety of different ways to assess whether a child or young person has special educational needs.

Some of these ways include:

- Observations
- School based test results
- Information from parents and carers
- Information from the child or young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the child

***Parents/carers will always be consulted at the point where school identifies possible SEND in a pupil.***

Once a child or young person is identified as having a special educational need, a graduated approach to support is taken. The child or young person's needs will first be assessed, then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

The SEND register is reviewed and updated termly. The information is collated on the school server, in line with GDPR regulations. This information informs the school census data.

## **How are parents of children and young people with Special Educational Needs involved in the education of their child?**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

1. Everyone develops a good understanding of the pupil's areas of strength and difficulty
2. We take into account the parents' concerns
3. Everyone understands the agreed outcomes sought for the child
4. Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

Our school aims to regularly involve parents in the education of their child with SENDD through a variety of different ways including:

- Regular meetings with SENDCo/Inclusion Manager, class teacher and support staff
- Target setting so parents can see what their child is working on next
- Home/school books to inform parents of important information
- Regular curriculum letter to inform parents of what will be going on during the term
- Home reading logs
- Information on the school website
- Parents' evenings
- Parent drop-ins/coffee mornings
- Signposting to parent groups
- Parents' views on IEP/Annual Review documents

## **How are pupils with Special Educational Needs involved in their own education?**

We aim to involve all children in our school in the evaluations and implementation of their own education. For children and young people with Special Educational Needs we use a variety of strategies to support this including:

Person Centred Reviews

Child target review meetings

Involve child in setting their own targets

Self-assessment at the beginning and end of learning

Having a range of equipment available for the child to choose to use

Ensuring the child works with a range of different partners

Ensuring the child or young person has a designated adult to go to if they need help

Pupil conferencing

Medical alert cards

Communication cards

Visual timetables

Personalised work stations

Learning breaks

# How do we know how much progress is being made by pupils with Special Educational Needs?

All children's progress, including those children or young people with special educational need, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. In addition, for children or young people with special educational needs, we also set individual targets that are reviewed at least three times a year. This helps the school to monitor how well interventions are working. The progress each child is making is discussed at pupil progress meetings with the class teacher, head teacher, deputy head teacher/SENDCo and Senior Leader for teaching and learning.

Progress updates are shared with all parents three times a year at Parents Evening, in addition to a pupils' end of year written report.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

1. The teacher's assessment and experience of the pupil
2. Their previous progress and attainment and behaviour
3. Other teachers' assessments, where relevant
4. The individual's development in comparison to their peers and national data
5. The views and experience of parents
6. The pupil's own views
7. Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

# How does the school support pupils with Special Educational Needs through transition?

We aim to make times of transition as easy as possible for the children in our school.

## **When starting at our school we:**

- Meet with the child or young person and their parents to talk about their needs and answer any questions about our school
- Meet with staff at the child's previous school or setting
- Provide the child with a transition book that has photographs of the key staff and areas around school
- Read reports from people who have worked with the child
- Arrange visits to our school so the child gets to see it before they start properly
- Give any adults working with the child a profile describing the things that help to support them in school

## **When moving to a new year group we:**

- Introduce the child to their new teacher individually
- Provide the child with an updated transition book (social story) that has photographs of the key staff and areas around school to look at during the school holidays.
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child a profile describing the things that help to support them in school

## **When moving to a new school we:**

- Hold a child centred review and invite key staff from the new school
- Talk to key staff at the new school about things that help the child to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school



## Our approach to teaching pupils with SEND

Teachers are continually monitoring all children's learning and progress. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances and despite Quality First Teaching, they will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In this instance the teacher will meet informally with the child and also with the parent/carer to gather views and then talk to the SENDCo before devising a plan of support.

### A GRADUATED APPROACH TO SEND SUPPORT

#### PLAN:

Once a child has been identified as having SEND, the class teacher, in consultation with the parent, pupil and SENDCo, will agree the desired outcomes, adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour.

#### DO:

The class teacher remains responsible for the child's provision on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or teacher, they still retain responsibility for the pupil. It is the class teacher's responsibility to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and to link them to classroom teaching. The SENDCo is responsible for supporting the teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

#### REVIEW:

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed at regular times, usually within pupil progress meeting. The impact and quality of the support and interventions will be evaluated and recorded on an individual SEND Review Plan (IEP). This is done on a termly basis. This information will feed back into the analysis of the pupil's needs; enabling the class teacher, with the support of the SENDCo where necessary, to revise the support in light of the pupil's progress and development, deciding on any changes to the support or outcomes in consultation with the parent and pupil. Parents will be given clear information about the impact of the support and intervention provided.

# **Adaptations to the curriculum and learning environment**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

All children, regardless of need, learn alongside their peers wherever possible, apart from short focused interventions to meet their particular SEND need/s.

We make the following adaptations to ensure all pupils' needs are met:

1. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. Adapting our resources and staffing
3. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
4. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

1. Reviewing pupils' individual progress towards their goals each term, through pupil progress reviews both formal and informal
2. Reviewing the impact of interventions constantly
3. Using pupil questionnaires
4. Monitoring by the SENDCo
5. Using provision maps to measure progress
6. Holding annual reviews for pupils with EHC plans