



St Denys Information report for Special Educational Needs and Disabilities (SEND) 2026/27

St Denys Primary School is committed to ensuring that every individual can achieve and thrive. We work in partnership with parents, families and our wider community to understand each pupil's needs and to provide timely, effective support. Our aim is to equip children with the knowledge, skills and confidence they need to make positive choices throughout their lives. Our inclusive approach focuses on building strong foundations in learning and providing meaningful opportunities for pupils to develop the key skills that support long-term success.

We welcome all children and are committed to providing:

- High expectations for every learner
- An open door policy where everyone is trustworthy, accessible and ready to listen.
- Consistency in all we do
- Inclusive, flexible and challenging teaching where learning experiences meet individual needs, including those of pupils with SEND
- Learning that encourages choice, initiative and flexibility
- A creative curriculum that is experiential, meaningful and reflects diversity.
- A safe, positive and stimulating environment that promotes risk taking
- Adults that act as positive role models where respect and resilience are key.
- A culture of mutual respect where everyone is valued for who they are
- A learning culture where communication and reading are priorities

At St Denys, we support learners with a range of SEND within the following areas:

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory
- ❖ Physical
- ❖ Specific Learning Difficulties
- ❖ Autism Spectrum Condition

The following questions and answers demonstrate how support is put in place for all pupils with SEND.

How does St Denys Primary identify when a child may need additional support?	St Denys is committed to the early identification of pupils who may require extra support. We closely monitor each child's progress using a wide range of assessments, which is regularly reviewed by teachers, the Special Educational Needs and Disability Co-ordinator (SENDCo) and Senior Leaders to build a detailed picture of each pupil's strengths and areas of need. If this monitoring shows that a child is not making the progress we would expect, the class teacher, in consultation with the SENDCo, will consider whether additional or different support is needed to help them succeed.
What should I do if I am concerned that my child may have Special Educational Needs?	If you have any concerns about your child, please speak to the class teacher or SENDCo.
How will St Denys support my child?	At St Denys, we use a graduated approach to ensure that every child receives support that is appropriate to their needs. This process involves assessing a child's needs, planning suitable support, putting this support in place and reviewing its impact regularly. Support is increased or adapted as needed to help each child make progress. Our starting point is high-quality universal provision. All pupils benefit from strong, inclusive teaching that is carefully planned and responsive to individual needs. Teachers adapt lessons, provide scaffolding and use a range of strategies to ensure that learning is accessible. We believe that every teacher is a teacher of SEND and meeting diverse needs is a core part of classroom practice. For some children, universal provision is sufficient. Others may require additional targeted support, such as small-group work, specific interventions or additional resources to help them develop key skills. Some pupils may also have a Pupil Passport. This is a document that outlines the strategies, adaptations and approaches that help them learn best. If a child requires more personalised support, we may create an Individual Education Plan (IEP). This sets out specific targets and outlines the support needed to meet the targets. IEPs are reviewed to ensure that support remains effective and appropriate. Parents and carers are kept informed at every stage. We value parental insight and work in partnership with you to ensure that support is well-matched to your child's needs. To maintain high-quality provision, staff at St Denys receive regular training on how to support pupils with SEND. This ensures that our practice reflects current guidance and that all staff feel confident in meeting a wide range of needs.

How will the curriculum be adapted to meet my child's needs?	At St Denys, we believe that every teacher is a teacher of SEND. This means all teachers plan and deliver lessons that are inclusive and accessible for all learners. Work is carefully adapted and scaffolded so that children can engage with the curriculum at the right level and make good progress. Teachers use a range of approaches to ensure pupils can access learning, including breaking tasks into manageable steps, using visual supports, modelling strategies and providing alternative ways for children to show what they know. These adaptations are part of our everyday classroom practice. The quality of teaching and learning is monitored rigorously by the Senior Leadership Team to ensure that provision remains strong, consistent and responsive to pupils' needs. Where additional support is required, this is matched to the child's level of need and reviewed regularly to ensure it is effective.
How will I be kept informed of my child's progress?	At St Denys, we believe that strong communication and partnership with families are essential in supporting every learner. Parents and carers are able to speak with class teachers at drop-off and pick-up for brief updates or quick questions. If you need a longer conversation, you can request an appointment at a mutually convenient time. You are also welcome to contact the SENDCo, who can arrange a meeting to discuss any concerns or queries in more detail. Throughout the year, you will receive information about your child's progress through parents' evenings and an annual written report. If teachers have any concerns about your child's learning or wellbeing, they will always discuss these with you promptly so that we can work together to agree next steps. For children with an Education, Health and Care Plan (EHCP), an Annual Review will be held in line with the SEND Code of Practice. This meeting provides an opportunity to reflect on progress, update outcomes and plan future support. We also use Class Dojo as a communication platform, enabling parents and staff to share messages, updates and information throughout the school year.
What specialist services and expertise can St Denys access to support my child	St Denys works closely with a wide range of specialist services to ensure pupils receive the support they need. We can link with professionals such as Child and Adolescent Mental Health Services (CAMHS), Jigsaw, social care, educational psychologists, occupational therapists, the Mental Health in Schools Team (MHST), speech and language therapists, Southampton Inclusion Partnership (SIP) for specialist learning and behaviour support, and Family Matters support workers. We also work with medical professionals, including the School

	Nursing Team and specialist nurses for conditions such as epilepsy and diabetes.
What support will my child have for overall wellbeing?	St Denys has a strong nurturing ethos at the heart of everything we do. Our family inclusion workers, alongside teachers and teaching assistants, work together to identify children who may need additional support with their social, emotional or behavioural development. We offer a range of emotional literacy support for individuals and small groups, depending on need. All staff share a responsibility for recognising the strengths in every child and for promoting positive behaviour. When children are working towards specific behaviour targets, all adults make a conscious effort to notice, encourage and reward positive choices. We maintain close communication with parents and carers, working in partnership to ensure that children feel supported both at school and at home.
What training and expertise do staff at St Denys have to support children with SEND?	At St Denys, all staff receive ongoing training to ensure we have the skills and expertise needed to support every child effectively. Training may be delivered to the whole staff team or to specific individuals or groups, depending on need. Recent training has included speech and language support, supporting children with autism, positive behaviour support, and managing challenging behaviour. Staff also receive regular health-related training, such as supporting pupils with diabetes, asthma, epilepsy, and the safe use of an EpiPen. In addition, we have benefited from specialist guidance from a Teacher of the Deaf on how best to support pupils with hearing loss. Our SENDCo, Mrs Smith, has worked at St Denys for over 20 years and brings a wealth of experience in supporting children with a wide range of SEND needs. She has completed the NPQ SENCO qualification and keeps her knowledge up to date through ongoing professional development, including training related to speech, language and communication needs. The school is also part of the Trauma and Attachment Aware Education Settings (TAAES) project, which strengthens staff understanding of how to support pupils who have experienced trauma and how to create safe, nurturing learning environments. We view support from external agencies as an important part of staff development. When professionals work with pupils in school, staff work alongside them so that we can learn from their expertise and build our capacity to support children effectively. Recent examples include input from the Southampton Inclusion Partnership (SIP), speech and language therapists, the Teacher of the Deaf, and educational psychologists.

How will my child be included in activities outside the classroom, including school trips?	At St Denys, we make every effort to ensure that all pupils are included in school trips and activities. When needed, we complete an individual risk assessment so that any additional support can be planned in advance and put in place appropriately. This helps us to ensure that every child can take part safely and confidently. We work closely with parents and carers to understand any specific needs and to plan the right support so that children can fully access trips, visits and wider opportunities.
How are parents and children involved at St Denys and how can I get involved?	At St Denys, we place a high value on strong partnerships with parents and carers, and we warmly welcome families to be involved in the life of the school. Parents are encouraged to volunteer in a range of ways, including hearing readers, supporting learning in class, helping on school trips, and running or assisting with clubs. If you are interested in volunteering, please speak with your child's class teacher. We also host parent coffee mornings, often with invited speakers, to share information, offer support and strengthen our school community. Pupil voice is an important part of our ethos. We have a strong House system, with House Captains and Learning Power Champions who take a lead in helping to improve our school. Our School Council, made up of representatives from across the Houses, meets regularly to discuss school issues and contribute ideas and solutions. Children throughout the school are also regularly asked for their views on different aspects of school life by the Leadership Team and other staff, ensuring that pupils feel heard and play an active role in shaping their school experience.
How will St Denys prepare and support my child to join the school and transition to another school?	At St Denys, we make every effort to ensure that every child experiences a smooth and well-supported transition—when joining the school, moving between year groups, or transferring to a new setting. For families joining St Denys, all parents and carers meet with the Headteacher and are introduced to the key members of staff who will be working with their child. Children starting in Year R receive a home visit from the Reception teacher, and they are given regular opportunities to visit the school before they start. The Year R teacher also visits each child's pre-school setting and meets with the SENDCo and Early Years staff to gather information and ensure continuity of support. All relevant records are passed on and reviewed carefully. Additional transition visits can be arranged where needed. We work closely with a range of secondary schools to support pupils moving on at the end of Year 6. This includes sharing information, arranging additional visits where appropriate and ensuring that receiving schools have a clear understanding of each child's strengths and needs. For transitions within the school, we follow a carefully planned transition timetable. This enables children to meet their new teachers

	and teaching assistants, visit their new classrooms and become familiar with their new learning environment. These opportunities help pupils feel secure, confident and ready for the next stage of their school journey.
How are the school's resources allocated for children with SEND, and how do you decide what support my child will receive?	The local authority provides funding to schools to help meet the needs of all pupils with SEND. This funding is calculated using information such as pupils' prior attainment and the socio-economic profile of the school community. At St Denys, we allocate support according to individual need, ensuring that resources are used effectively to help children make progress. We regularly monitor the impact of support and interventions so that funding is used wisely and provision remains well matched to pupils' needs. Additional interventions may be funded where they will help children move forward in their learning. If your child has an Education, Health and Care Plan (EHCP), we ensure that all provision specified in the plan is delivered.
Who can I contact for further information?	Your first point of contact, if you would like to discuss anything about your child, is your child's class teacher. They can talk through any questions or concerns. You are also welcome to contact any member of the Leadership Team if you have further queries or would like additional support. You can also contact Penny Smith, SENDCo, at: penny.smith@stdenysprimary.co.uk. If you are interested in applying for a place at St Denys, please contact the school office to arrange a visit. Applications are made through Southampton Local Authority Admissions.
What should I do if I feel that the St Denys Local Offer is not being delivered or is not meeting my child's needs?	If you have a concern or wish to raise a complaint, your first point of contact should be your child's class teacher, who will listen and work with you to resolve the issue. You may also speak with Penny Smith, SENDCo. If you feel that the matter has not been resolved, please contact the Headteacher to discuss your concerns further. Should you remain dissatisfied after these steps, you can follow the school's Complaints Procedure, which is available on our website.
How are decisions made and how is the Local Offer reviewed?	Decisions about our SEND provision are informed by the evidence gathered through Pupil Progress Meetings and our ongoing school improvement planning. This ensures that support is responsive to pupils' needs and aligned with whole-school priorities. The St Denys Local Offer has been drafted, reviewed and refined following consultation with parents, pupils, governors and parent support groups. Their feedback plays an important role in shaping our provision and ensuring that it reflects the needs and experiences of our school community.

Where can I go for more information?	If you need any more information, please do not hesitate to contact the schools SENDCo, Penny Smith – penny.smith@stdenysprimary.co.uk Telephone – 02380 556982 Please also see the Local Authority's Local offer page: https://www.southampton.gov.uk/schools-learning/send-local-offer/
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Additional information		
What kinds of Special Education Needs does St Denys make provision for?		
At St Denys Primary school, we make provision for pupils who have 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 provision may vary and actual support will be based on the specific needs of each pupil. All children in school have support within lessons through adapted and high quality teaching. This means children are supported to access learning and activities in a way that helps the child to learn. This can include a variety of adaptations including changes to the physical environment as well as levels of adult support.		
Communication and Interaction		
Children who find it difficult interacting with others and the world around them.		
Possible difficulties	Examples of support available	How we check it is working
• Understanding spoken language — finding it hard to follow instructions, process information or understand new vocabulary. • Expressing themselves verbally — struggling to find the right words, form sentences or communicate clearly. • Social communication — difficulty knowing how to start, maintain or end conversations, or understanding social rules. • Non-verbal communication — challenges interpreting facial expressions, gestures, tone of voice or body language. • Understanding social cues — finding it hard to read situations, understand personal space or recognise others' emotions. • Interaction with peers — difficulty making or maintaining friendships, joining in play or group activities. • Rigid or literal thinking — interpreting language literally, struggling with jokes, idioms or figurative language. • Managing change — finding transitions, changes in routine or unexpected events particularly challenging. • Attention and listening — difficulty staying focused, especially in busy or noisy environments.	• High-quality teaching — adapting language, instructions and tasks to help children understand and take part. • Visual supports — such as visual timetables, now/next boards, task steps, symbols and pictures. • Modelling language — adults modelling full sentences, correct grammar and new vocabulary. • Pre-teaching and over-learning — introducing key vocabulary or concepts before lessons to build confidence. • Small-group or 1:1 language interventions — such as speech sound work, narrative groups or vocabulary programmes. • Support from speech and language therapists — following programmes or targets set by SaLT professionals. • Social communication groups — helping children learn turn-taking, conversation skills and social understanding. • Structured routines — predictable daily patterns to reduce anxiety and support understanding.	• Regular reviews of progress — looking at whether the child is meeting their targets or making expected progress. • Ongoing teacher assessments — teachers monitor day-to-day learning, engagement and communication in class. • Observations in different settings — checking how the child communicates and interacts in lessons, groups and social times. • Monitoring intervention impact — reviewing whether small-group or 1:1 programmes are helping the child develop new skills. • Speech and language therapist feedback — using advice and updated targets from external professionals where involved. • Pupil voice — asking the child how they feel about their learning, communication and support. • Parent feedback — discussing progress at home and any changes parents have noticed. • Adjusting provision — increasing, reducing or changing support based on what is and isn't working.

• Processing information — needing extra time to think, respond or complete tasks. • Repetitive language or behaviours — echolalia, repeated phrases or reliance on familiar routines. • Sensory differences — sensory overload affecting communication or interaction	• Clear, concise language from adults — avoiding idioms, simplifying instructions and checking understanding. • Chunked instructions — breaking tasks into smaller, manageable steps. • Use of a total communication approach, including aided language boards, signing etc • Support for transitions — visual cues, countdowns and preparation for changes in routine. • Staff training — ensuring adults understand communication differences and how to support them. • Regular communication with parents	• Tracking attendance, wellbeing and engagement — ensuring the child is settled, confident and able to access learning. • Leadership and SENDCo monitoring — reviewing provision across the school to ensure consistency and effectiveness.
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Cognition and Learning Children who find learning and retention difficult.		
Possible difficulties	Examples of support available	How we check it is working
• Understanding new concepts — finding it hard to grasp new ideas or link learning to what they already know. • Remembering information — struggling to retain instructions, sequences, facts or vocabulary. • Processing information — needing more time to think, respond or complete tasks. • Reading difficulties — challenges with decoding, fluency or comprehension. • Writing difficulties — difficulty organising ideas, forming letters, spelling or writing at length. • Maths difficulties — finding number concepts, calculations or problem-solving challenging. • Attention and concentration — difficulty staying focused, especially during longer tasks. • Organisation and planning — struggling to organise equipment, manage time or follow multi-step tasks. • Generalising skills — finding it hard to apply learning in new contexts or subjects. • Working independently — needing frequent prompts, reassurance or adult support. • Low confidence or frustration — becoming anxious, withdrawn or	• High-quality teaching - adapting tasks, resources and expectations so children can access learning at the right level. • Targeted small-group interventions — such as phonics groups, reading comprehension programmes or maths catch-up sessions.. • Pre-teaching key concepts — introducing vocabulary or ideas before lessons to build confidence and understanding. • Over-learning and repetition — giving extra practice to help children secure and retain new skills. • Use of concrete resources — such as counters, number lines, cubes or manipulatives to support understanding in maths. • Visual supports and scaffolds — word banks, writing frames, checklists, diagrams and step-by-step guides. • Chunking tasks — breaking learning into smaller, manageable steps with clear success criteria. • Assistive technology — such as laptops, reading pens,	• Regular reviews of learning targets • Ongoing teacher assessment — monitoring day-to-day understanding, engagement and independence in lessons. • Work scrutiny — looking at classwork and intervention records to see whether skills are improving over time. • Monitoring intervention impact — reviewing whether small-group or 1:1 programmes are helping the child make measurable progress. • Standardised assessments — using reading or maths assessments to track progress over time where appropriate. • Observations — checking how the child learns, participates and uses strategies in different lessons. • Pupil voice — asking the child how they feel about their learning and whether strategies are helping. • Parent feedback — discussing progress at home and any changes parents have noticed. • SENDCo monitoring — reviewing provision, progress data and the

easily discouraged when tasks feel difficult. • Slower pace of learning — making progress at a different rate from peers despite support.	voice-to-text tools or spell-check support. • Adapted curriculum materials — simplified texts, enlarged print, reduced writing demands or alternative recording methods. • Memory and processing strategies — using visuals, repetition, key word prompts or retrieval practice. • Collaboration with external professionals — such as educational psychologists or specialist teachers for advice and assessment. • Close communication with parents	effectiveness of strategies across the school. • Adjusting provision — increasing, reducing or changing support based on what is working well or needs improvement. • Tracking wellbeing and engagement
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Social, Emotional and Mental Health Children who find managing their emotions and behaviour challenging		
Possible difficulties	Examples of support available	How we check it is working
• Managing emotions — finding it hard to regulate feelings such as anger, sadness, anxiety or frustration. • Low self-esteem or confidence — feeling unsure of themselves, avoiding challenges or giving up easily. • Anxiety — worrying excessively, becoming overwhelmed or finding it difficult to separate from trusted adults. • Forming and maintaining relationships — struggling to make friends, read social cues or resolve conflicts. • Behavioural difficulties —, withdrawing, or showing behaviours that communicate distress. • Attention and concentration — finding it hard to stay focused, especially when feeling worried or dysregulated. • Coping with change — becoming distressed by transitions, new routines or unexpected events. • Emotional outbursts — sudden reactions that seem disproportionate to the situation. • Physical symptoms of stress — headaches, stomach aches or tiredness linked to emotional strain. • Avoidance behaviours — avoiding tasks, people or situations that feel challenging or overwhelming.	• Emotionally supportive relationships — trusted adults who check in regularly and provide a safe, consistent point of contact. • ELSA support — small-group or 1:1 sessions focusing on emotional literacy, resilience and self-regulation. • Clear routines and predictable structures — helping children feel safe and secure throughout the school day. • Calming or regulation spaces — quiet areas where children can take time to regulate and return to learning. • Check-ins and check-outs — daily opportunities to share worries, set goals and reflect on successes. • Social skills groups — developing turn-taking, cooperation, conflict resolution and friendship skills. • Zones of Regulation - teaching children to recognise and manage their emotions. • Adapted classroom approaches — such as chunked tasks, movement breaks or reduced sensory load. • Positive reinforcement — celebrating small steps, strengths and positive choices.	• Ongoing observations — monitoring how the child manages emotions, relationships and routines across the school day. • Monitoring engagement in learning — looking at whether the child is more settled, focused and able to participate in lessons. • Behaviour tracking — reviewing patterns, triggers and improvements using behaviour logs. • Wellbeing check-ins — regular conversations with trusted adults to understand how the child is feeling. • Pupil voice — asking the child how they feel about the support and whether it is helping them. • Parent feedback — discussing changes noticed at home, including confidence, behaviour and emotional wellbeing. • External professional input — using advice or updated recommendations from educational psychologists or mental health practitioners. • Attendance and punctuality monitoring — checking for improvements that may reflect

• Difficulty expressing feelings — struggling to talk about emotions or communicate when upset. • Low motivation — finding it hard to start tasks, stay engaged or show interest in learning. • Risk-taking behaviours	• Support for transitions — preparing children for changes in routine, staffing or environment. • Collaboration with external professionals — such as educational psychologists, mental health practitioners or behaviour support teams. • Regular communication with parents	increased confidence or reduced anxiety. • Adjusting provision — adapting strategies, routines or interventions based on what is working well. • SENDCo and leadership monitoring
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Sensory and Physical Children who have a disability of sensory needs		
Possible difficulties	Examples of support available	How we check it is working
• Sensory sensitivity — being over-sensitive to sounds, lights, touch, smells or movement, which may lead to distress or avoidance. • Sensory seeking behaviours — needing extra movement, pressure or sensory input to stay regulated. • Difficulty processing sensory information — becoming overwhelmed or confused by sensory input, affecting focus and participation. • Fine motor difficulties — challenges with handwriting, using tools, fastening clothing or manipulating small objects. • Gross motor difficulties — finding balance, coordination, running, climbing or PE activities more difficult. • Physical fatigue — tiring more quickly than peers, especially during physical or writing tasks. • Mobility difficulties — needing support to move around school safely or access different areas. • Visual or hearing needs — requiring adaptations to access learning, such as enlarged text, seating adjustments or assistive technology. • Difficulty with spatial awareness — bumping into objects, misjudging distances or finding busy spaces challenging. • Challenges with self-care tasks — needing help with dressing, toileting, eating or organising belongings. • Managing physical pain or medical conditions — which may affect concentration, attendance or participation.	• Adapted classroom environments — reducing noise, adjusting lighting, creating low-stimulus areas or providing sensory-friendly workspaces. • Sensory equipment — such as ear defenders, fidget tools, weighted items, wobble cushions or sensory circuits. • Movement breaks — planned opportunities to regulate through physical activity or sensory input. • Individual sensory diets — personalised plans created with professionals to help children stay regulated throughout the day. • Fine and gross motor interventions — programmes to develop handwriting, coordination, balance or core strength. • Adapted resources — such as pencil grips, sloped boards, specialist scissors, enlarged print or tactile materials. • Assistive technology — including laptops, reading pens, voice-to-text tools or hearing/visual support equipment. • Alternative recording methods — using voice notes, typing, scribing or visuals instead of extended writing. • Physical access arrangements — ramps, accessible toilets, handrails or adapted seating to ensure safe movement around school. • Support from specialist professionals — such as occupational therapists, physiotherapists, hearing impairment or visual impairment teams.	• Ongoing observations — monitoring how the child manages movement, sensory input and physical tasks across the school day. • Monitoring engagement in learning — looking at whether adaptations help the child access lessons more confidently and independently. • Reviewing use of equipment — checking whether sensory tools, mobility aids or adapted resources are effective and used appropriately. • Feedback from occupational or physiotherapists — using updated advice and assessments from external professionals. • Work scrutiny — reviewing classwork to see whether adaptations (e.g., enlarged print, alternative recording) are supporting progress. • Pupil voice — asking the child how they feel about the support and whether it helps them learn and feel comfortable. • Parent feedback — discussing changes noticed at home, including independence, comfort and physical confidence. • Monitoring physical access — ensuring the child can move safely and comfortably around the school environment.

• Difficulty participating in PE or outdoor activities — needing adapted equipment, additional support or alternative activities	• Modified PE provision - differentiated activities or additional adult support to ensure inclusion. • Medical care plans — agreed procedures for managing medical conditions, medication or physical needs. • Staff training — ensuring adults understand sensory processing, physical needs and safe handling practices. • Support for transitions — preparing children for changes in environment, routine or staffing. • Close communication with parents — sharing strategies, progress and adjustments that help at home and school.	• Attendance and wellbeing tracking — looking for improvements that may reflect reduced anxiety, pain or sensory overload. • Adjusting provision — adapting equipment, routines or interventions based on what is and isn't working. • SENDCo and leadership monitoring — reviewing provision across the school to ensure consistency and effectiveness.
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How does St Denys identify and assess SEND?

St Denys will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

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

Slow progress and low attainment does 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 parents. We will use this to determine the support that is needed and whether we can provide the support by adapting our core offer, or whether something additional is needed.

At St Denys we use a variety of ways to assess whether a child has special educational needs. Some of these ways include:

- Observations
- Assessment data
- Information from parents/carers
- Information from the pupil
- Specialised assessments carried out by school staff or external professionals
- Information from previous settings
- Standardised assessments
- Staff discussions

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

Once a child is identified as having SEND, a graduated approach to support is taken. This child's needs will be assessed, then support will be planned, carried out and reviewed. At the review any necessary changes will be made.

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

How are parents of children with SEND involved in the education of their child?

St Denys knows that parents know their children best. If a child is identified as having SEND, early discussions with the pupil and their parents will be had. These discussions will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and challenge.
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded and a parent will be notified when it is decided that a pupil will receive SEND support.

St Denys aims to regularly involve parents in the education of their child with SEND through a variety of different ways including:

- Meetings with teachers, support staff and SENDCo
- Curriculum newsletters to inform parents of important information
- Home reading logs
- Information on the school website
- Parents evenings
- Drop ins/coffee mornings
- Signposting to parent groups
- Collating parental views
- Target setting

How are children with SEND involved in their own education?

St Denys aims to involve children in our school in the evaluations and implementation of their own education. For children with send, we use a variety of strategies to support his including:

- Person centred Reviews
- Child target review meetings
- Involve children in the setting of their own targets
- Self-assessment at the beginning and end of learning
- Range of equipment available for the child to choose to use
- Key trusted adults working with the child
- Medical alert cards
- Communication cards
- Visual timetables
- Individual workstations
- Movement breaks

How do we monitor progress of pupils with SEND?

All children's progress, including those with SEND, is tracked using the school's assessment tracking system. Children are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as standardised tests. The school monitors the progress of individual targets and the impact of interventions that are implemented. The progress that children are making are discussed at pupil progress meetings with the class teacher, senior leadership team including the SENDCo.

Progress updates are shared with parents during parents evenings three times a year as well as written reports at the end of the academic year.

St Denys follows the graduated approach; assess, plan, do, review.

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

- Teacher's knowledge, experience, observation and assessment of the child
- Previous attainment and progress
- Progress in comparison to peers and attainment expectations.
- Parental views
- Pupil voice
- Advice from external professionals if relevant.

Assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of strengths and challenges of the child, the outcomes sought and the support provided. The impact of support will be reviewed regularly.

How does St Denys support children with SEND during transitions?

St Denys aims to make times of transition as easy as possible for the children in our school.

When starting our school we will:

- Meet with the child and their parents and talk about their strengths and needs and answer any questions about our school
- Meet with staff at the previous setting
- Provide the child with a transition book that has photographs of the key staff and areas around the school.
- Ensure documentation from other professionals are read
- Arrange visits to our school
- Update adults working with the child on strengths and needs and how best to support the child.

When moving to a new year group we will:

- Introduce the child to their new teacher
- Provide the child with a transition booklet (social story) that has photographs of key staff and the learning environment
- Talk to the child and their parents/carers so we can answer any questions that they may have
- Ensure meetings are held between adults in school that know the child to pass on key information.

When moving to a new school we will:

- Hold a child centred review and invite key staff from the new school
- Talk to key staff about things that help the children to learn well and feel happy

- Arrange extra visits to the new school with a member of staff from St Denys if requested
- Hold meetings with parents/carers to answer any questions

How does St Denys evaluate the effectiveness of SEND provision?

St Denys continually reflects on and evaluates the provision for SEND learners to ensure that all children are receiving the best possible provision for their needs.

We evaluate provision for SEND children through:

- Reviewing pupil progress towards their targets
- Reviewing the impact of interventions constantly
- Pupil voice questionnaires
- Parental surveys
- Routine monitoring by the SENDCo
- Provision maps to monitor progress
- Annual reviews for those with EHC Plans