



Darley Dene Primary School

SEN Information Report

2025-2026

	Questions	School Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<p>At Darley Dene Primary School we:</p> <ul style="list-style-type: none">• Use a data system called SONAR to monitor the children’s progress over each term. We use on-going assessment processes on a daily basis and use these evaluations to inform the next sequence of learning.• Track the progress of all our learners and collect assessment data regularly, this is then discussed in pupil progress meeting held with a member of the Senior Leadership Team.• Support our teaching team to analyse the data collected to help identify any issues regarding progress and development. We use data and other forms of assessment to identify additional needs and celebrate achievement. Children who are significantly below age related expectations or significantly above age related expectations are highlighted on the data.• Foster a climate of open and honest dialogue so that all staff members feel able to identify issues which may impact on a child’s progress and development so that they can be attended to as soon as possible.• Encourage parents to speak to the class teacher about any concerns they have. These can then be referred onto a member of the Senior Leadership Team, the Home School Link Worker (HSLW) or the Inclusion Team if necessary.• Ensure staff receive relevant training to enable the individual needs of children are met.• Draw on the strengths of our close working relationships with relevant LA specialists as well as specialists across the Lumen Learning Trust.
2	How will school staff support my child?	<p>Having identified needs, in addition to high quality teaching, we:</p> <ul style="list-style-type: none">• Seek to match provision to the need through providing relevant in-class differentiation, small group intervention programmes and 1:1 support. This is in addition to support that is provided through the Ordinarily Available Provision• Record the additional support and expected person centred outcomes for individual children on each class’ provision map.• Monitor the impact of interventions on our costed class provision maps which also enables the tracking of pupil progress.• Share information about the impact of specific interventions with parents every term through the use of the provision map.

		<ul style="list-style-type: none"> • Seek support and insight from outside agencies when necessary e.g. Speech & Language, Educational Psychology, Specialist Teachers for Inclusive Practice (STIP), Occupational Therapists, Learning & Language specialist teachers. • Where appropriate external, additional funding can be applied for to support a child's needs in our Nursery setting.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Adaptation and mastery are both embedded in our curriculum and practice – the starting point for all aspects of our provision is the child and their needs. Our curriculum is crafted to meet the needs of individual learners within their class settings. Regular meetings to monitor their progress and identify any issues are held. • Class inclusion meetings take place with the Inclusion Team to explore needs and ensure appropriate additional provision is in place. • Assessment Reviews between class teachers and Senior Leaders take place termly to help monitor and develop the provision for individuals as necessary. • All classroom and additional intervention provision is rigorously monitored by the Senior Leadership Team through lesson observations, planning scrutiny, book scrutiny, analysis of provision mapping, data analysis and pupil progress discussions. • Advice from outside agencies will feed into planning for the needs of the children in each lesson. • The Ordinarily Available Provision document is used to adapt the curriculum and teaching strategies used to meet the children's needs. • Provide half - termly curriculum overviews for parents, which give parents an insight into what the child will be learning.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Family consultations are held in the Autumn and Spring terms during which parents are given information about their child's progress and achievements. At these meetings, families are also provided with specific information about their child's current attainment along with an explanation as to where their child's achievement sits within end of year expectations. In the Summer term, a formal written report for each child is written by the class teachers and sent to the parents. • When a concern arises between these pre-set meetings, staff will contact the family to arrange an opportunity to discuss the concerns. • Parents of children requiring additional provision will be kept up-to-date with the support in place for their child through the Learning Support Profile document or Pupil Passport. • Our website gives information about Special Educational Needs & Disabilities. • Where a child has an Education, Health and Care Plan, parents/carers will be involved with annual reviews of targets set and next steps for learning. • If teachers have any concerns about individual children they are proactive at contacting and informing parents. • The Inclusion Team, where appropriate, will keep regular contact with parents/carers of pupils with SEND to plan support and discuss concerns and achievements. • Where possible, families are invited to meet with the outside agencies supporting their child to discuss strategies that can be implemented at both school and home to support their child further, this may be in conjunction with support from the HSLW.

5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Through the expectations and ethos of the school, all staff provide a high level of pastoral support. • Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is developed through assemblies and through the shared language used in school. • The Zones of Regulation approach is used as a tool throughout the school to support children to understand their own emotions and give them a tool kit to use to help them regulate appropriately. • All staff and identified children are supported by our Home School Link Worker (HSLW) and our Emotional Literacy Support assistants (ELSA) who also provides input for children who are experiencing some social, emotional and mental health needs. This is through small group work or on a 1:1 basis. • All relevant staff are trained to support specific medical needs e.g. diabetes, asthma • We have a medical policy in place. • Our Behaviour Policy includes guidance on expectations, rewards and sanctions and is fully understood and implemented by all staff. • Attendance is monitored rigorously and necessary actions taken to prevent prolonged unauthorised absence. • We work with outside agencies such as the School Nurse, Child Wellbeing Practitioners and the Mental Health Schools Team who provide additional advice and support for children and parents. • We are an Attachment Aware and Trauma Informed setting. • Emotional Based School Non-Attendance (EBSNA) support is offered to relevant families. • All staff are committed to the pupil's overall wellbeing and staff have had access to Emotion Coaching training.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Our staff receive training specific to meeting Special Educational Needs and our teachers all hold qualified teacher status. • We have well established relationships with professionals in health and social care and these are recorded on our provision map. • We are able to contact the following agencies, dependant on the needs of individuals: the Educational Psychologist, Specialist Teachers for Inclusive Practice, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Freemantles Outreach Service, Early Years SEN Team and the Children and Adolescent Mental Health Service. • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • Have a teaching assistant who is a Communication Champions, who work with the Speech and Language team. • A highly skilled Teaching Assistant that focuses on Speech and Language interventions and 1:1 support.
7	What training are the staff supporting children with SEND receiving?	<ul style="list-style-type: none"> • We regularly invest time and money in training our staff to improve high quality teaching and delivery and to develop enhanced skills & knowledge for delivery of additional interventions. • Our staff are kept up to date on matters pertaining to special educational needs and disability. • Support staff meet with class teachers to discuss planning and training is planned according to staff needs. • Key members of the Senior Leadership Team and Pastoral Team have attended Surrey Attachment Aware and Trauma Informed training. • We are responsive to the needs of the pupils and train staff appropriately – seeking guidance from other professionals accordingly. • We are responsive to the specific needs of our staff and train staff appropriately. • Training is provided in school and across the Trust for all staff to access.

		<ul style="list-style-type: none"> • Weekly staff meeting and support staff meetings are in place to meet training needs. • The Inclusion Leader is a member of the Senior Leadership Team and is completing the NPQSENCO award.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, further thought and consideration is put in place to ensure needs are met; where applicable families are consulted and involved in planning and robust risk assessments are put in place. • Where applicable, parents/carers are consulted and involved in planning for a school trip/outside activity.
9	How accessible is the school?	<ul style="list-style-type: none"> • Our Accessibility Plan (see the school policies section of the website) is robust and we continually remind staff and learners about the Equality Act 2010. • Accessible toilet facilities in the LAN unit and in the Key Stage 2 block. • The school is step free throughout. • Where challenges arise, we always give it careful thought and make relevant adjustments. This is driven by the needs of the child and advice and recommendations from outside agencies. • We value and respect diversity in our school and do our very best to meet the needs of all our learners. • We monitor the languages spoken by families in our setting and when required, translators are invited to attend meetings.
10	How will the school prepare and support my child to join the school or transfer to a new school?	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. • We use taster sessions to support children in their transfer to our school. • Stay, Play and Learn sessions are offered in EYFS during the Autumn Term. • We have very good relationships with feeder settings as well as settings children move onto. • We prepare bespoke transition booklets for children who require further support to manage transitions throughout the school and to other school settings. • We hold transition meetings with nurseries and secondary schools to receive and share relevant information about the children to aid smooth transition. • The Inclusion Leader will liaise with nurseries and secondary school colleagues to share information regarding vulnerable learners and children with SEND. • We participate in the ASPIRE program as offered by the Specialist Teachers for Inclusive Practise Team (STIP) which supports specific children entering our EYFS team or transitioning to secondary school. • Where there is an additional need, extra transition visits and resources to support the transition are put in place. If a child has an EHCP, then the receiving school will be invited to attend the annual review.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure value for money so all interventions are costed and evaluated. • Our budget is allocated according to our Provision Management system.

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • High Quality Teaching is clearly defined in our setting and we expect all staff to deliver this. • Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. • Depending on the level of need the class provision map is used to capture the child's next steps and person centred outcomes. • All interventions are monitored for impact and outcomes are defined at the start of any intervention using the class provision maps. • The Inclusion Team oversees all additional support and regularly shares updates with governors.
13	<p>How are parents involved in the school? How can I be involved? (see also Q4)</p>	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. • We operate an open-door policy. • Parents are encouraged to volunteer or contribute through a variety of means. • We take every opportunity to strengthen this dialogue. • Parents are encouraged to provide feedback about the provision their child is receiving through the Learning Support Profiles and Pupil Passports. • Our Governing Body includes Parent Governors. • Our Home School Link Worker team hosts regular coffee mornings these also include coffee morning run by external agencies such as the Mental Health Schools Team (MHST) and Learners' Single Point of Access (L-SPA) • Home School Link Workers are available to support parents as and when it is required.
14	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> • In the first instance, families are encouraged to talk to their child's class teacher. • Further information and support can be obtained from the school's Inclusion Team. • A SEND brochure is available in school and on the school website which summarises SEND support at Darley Dene Primary School. • Parent Partnership is a SEN advice service offered to parents in Surrey. Please see the following link. http://www.sendadvice.surrey.org.uk/ • Surrey's Local Offer details support and advice that Local Authority offer to children with a SEND. Please see the following link. https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page • If you have a SEND-related enquiry or concern, you can call the Learners' Single Point of Access (L-SPA) on 0300 200 1015. This is connected to the Surrey SEND Local Offer and can be found on the web link above. • If you have a concern or complaint the school complaints procedure can be found on the School Information page of the website.