



Darley Dene Primary School

SEN Information Report

2026-2027

	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?	How does the school know if children need extra help? At Darley Dene Primary School we: • Use a data system called SONAR to monitor pupils' progress each term. Alongside this, teachers use ongoing day-to-day assessment to evaluate learning and plan the next steps for every child. • Use a range of assessment tools, including WellComm and the Boxall Profile, to identify and monitor children who may need additional support, for example with speech and language or social, emotional and mental health (SEMH) needs. • Track the progress and attainment of all pupils. Assessment information is reviewed regularly and discussed during pupil progress meetings with members of the Senior Leadership Team. • Analyse assessment information to identify children who may need additional support, as well as those working significantly above age-related expectations. We use a range of evidence, including teacher observations, assessment data and information from parents and other professionals. • Follow a graduated approach to SEND support, using the Assess, Plan, Do, Review cycle to identify needs, put support in place and evaluate its impact. • Encourage staff to act upon concerns at the earliest opportunity so that any barriers to learning can be identified and addressed promptly. • Ensure staff receive appropriate training so they can meet the individual needs of all pupils. • Work closely with parents/carers and, where appropriate, seek advice and support from Local Authority services, health professionals and specialists across the Lumen Learning Trust. What should I do if I think my child may have special educational needs? At Darley Dene Primary School we: • Encourage parents and carers to speak to their child's class teacher if they have any concerns about their child's learning, development or wellbeing.

		• Arrange further discussions with a member of the Senior Leadership Team, the Home School Link Worker (HSLW) or the Inclusion Team where appropriate. • Work with parents/carers to decide on the most appropriate next steps. This may include further assessment, additional support in school or, where appropriate, referrals to external agencies for specialist advice. • Keep parents/carers informed throughout the process and involve them in reviewing the impact of any support provided.
2	How will school staff support my child?	At Darley Dene Primary School, all children receive high-quality teaching that is carefully planned to meet their individual needs. Where a child requires additional support, we: • Adapt teaching and learning through high-quality classroom practice (Quality First Teaching) and the Ordinarily Available Provision to meet individual needs. • Match support to each child's identified needs through appropriate in-class adaptations, targeted small group interventions and, where appropriate, individual (1:1) support. • Use the graduated approach (Assess, Plan, Do, Review) to plan, deliver and review additional support, ensuring provision is regularly evaluated and adapted where necessary. • Record additional provision and person-centred outcomes for individual pupils on class provision maps. • Monitor the impact of interventions through our costed class provision maps, enabling us to evaluate the effectiveness of support and track pupil progress over time. • Share information with parents and carers of children on the SEND register about the support their child is receiving and the progress they are making through termly reviews and provision maps. • Maintain a flexible SEND register that is reviewed termly. We regularly review pupils' needs and the impact of support to ensure the register accurately reflects those requiring SEND provision. Parents and carers are consulted and informed whenever their child is added to or removed from the SEND register. • Work in partnership with parents/carers and, where appropriate, seek advice and support from external professionals, including Speech and Language Therapy, Educational Psychology, Specialist Teachers for Inclusive Practice (STIP), Occupational Therapy and Learning and Language specialist teachers. • Apply for additional funding where appropriate to support children with significant needs, including accessing funding available for children in our Nursery provision.
3	How will the curriculum be matched to my child's needs?	At Darley Dene Primary School, we believe every child should be able to access a broad, balanced and ambitious curriculum. Adaptation and mastery are embedded within our curriculum, and the starting point for all teaching is the individual child and their needs. We: • Adapt teaching, learning activities and resources so that all children can access the curriculum and make progress. • Use the Ordinarily Available Provision to ensure appropriate adaptations and teaching strategies are in place to meet individual needs.

		• Plan learning that builds on each child's strengths, prior knowledge and next steps, enabling them to achieve their full potential. • Provide targeted interventions and additional support where appropriate to complement high-quality classroom teaching. • Hold regular class inclusion meetings with the Inclusion Team to review children's needs and ensure appropriate provision is in place. • Review pupils' progress termly through assessment meetings between class teachers and Senior Leaders, adapting provision where necessary. • Use advice and recommendations from external professionals, where appropriate, to inform classroom practice, intervention programmes and curriculum planning. • Monitor the quality of teaching, learning and SEND provision through lesson visits, planning and book scrutiny, provision mapping, data analysis and pupil progress discussions to ensure children receive effective support. • Share half-termly curriculum overviews with parents and carers so they have an insight into what their child will be learning and can support learning at home.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	At Darley Dene Primary School, we believe that working in partnership with parents and carers is key to ensuring children achieve their full potential. We keep families informed about their child's progress and involve them in planning the next steps. We: • Hold family consultation meetings during the Autumn and Spring terms to discuss each child's progress, attainment, achievements and next steps for learning. Where appropriate, specific targets (for example, phonics targets) will be shared with parents and carers by the class teacher throughout the year, rather than waiting until the next consultation meeting. • If your child is on the SEND register, you are welcome to arrange a meeting each term with your child's class teacher and, where appropriate, the Inclusion Lead to discuss their targets, the provision in place to support them and the progress they are making. • Provide a written end-of-year report in the Summer term, detailing each child's attainment, progress and achievements across the curriculum. • Contact parents and carers promptly if concerns arise between scheduled meetings, so that support can be discussed and agreed at the earliest opportunity. • Share provision maps and review meetings each term with parents and carers of children on the SEND register to discuss the support being provided, progress towards agreed outcomes and next steps. • Keep each child's Individual Support Plan up to date. This may include documents such as a provision map, risk assessment and behaviour response plan. These are shared with parents and carers, where appropriate, to ensure a consistent approach between home and school. • Work closely with parents and carers to review the impact of additional support using the Assess, Plan, Do, Review process. • Involve parents and carers in annual reviews for children with an Education, Health and Care Plan (EHCP), reviewing progress towards outcomes and agreeing future provision. • Maintain regular communication between the Inclusion Team and parents/carers of children with SEND to celebrate successes, discuss any concerns and plan appropriate support.

		• Invite parents and carers to meet with external professionals, where appropriate, to discuss assessments, recommendations and strategies that can be used both at home and in school. This may be alongside support from our Home School Link Worker (HSLW). • Provide information about our SEND provision, policies and support through the school website. • Encourage children to share their views about their learning, the support they receive and the targets they are working towards. Their views are considered alongside those of parents/carers and school staff when reviewing provision and planning next steps.
5	What support will there be for my child's overall well-being?	At Darley Dene Primary School, we recognise that children's emotional well-being, mental health and sense of belonging are essential to their learning and development. Through the expectations and ethos of the school, all staff provide a high level of pastoral support and are committed to promoting positive relationships and supporting children's individual needs. We: • Use our PSHE curriculum to explicitly teach children how to understand and manage their emotions, develop resilience, build positive relationships and consider the feelings of others. This is further developed through assemblies and the shared language used across school. • Use the Zones of Regulation approach throughout the school to support children in recognising their emotions and developing strategies to help them regulate their feelings and behaviour. • Use the Boxall Profile as an assessment tool to help identify children's social, emotional and behavioural needs and to inform appropriate support and interventions. • Provide targeted emotional and social support through our Nurture Groups, which offer a safe and supportive environment where children can develop confidence, emotional resilience, social skills and positive relationships. • Provide support from our Home School Link Worker (HSLW) and Emotional Literacy Support Assistants (ELSA) for children experiencing social, emotional and mental health (SEMH) needs. This may include individual or small group sessions focused on emotional literacy, self-esteem, friendships, anxiety and emotional regulation. • Ensure relevant staff are trained to support children with specific medical needs, including conditions such as diabetes and asthma, and follow our medical policy to ensure children are cared for safely. • Follow our Behaviour Policy, which outlines expectations, rewards and consequences and is consistently implemented by all staff. • Monitor attendance closely and work with families to identify and address barriers to attendance, including support for children experiencing Emotionally Based School Non-Attendance (EBSNA). • Work with external agencies, including the School Nurse, Child Wellbeing Practitioners and the Mental Health Support Team, to access additional advice and support for children and families where appropriate. • Provide support within an Attachment Aware and Trauma Informed approach, recognising the importance of relationships, emotional safety and understanding children's individual experiences. • Embed the principles of the Nurturing Schools approach across our whole school community. Having achieved the Nurturing Schools Award in April 2026, we continue to use these principles to support children's emotional wellbeing, develop positive relationships, build resilience and create a safe, supportive environment where all children can thrive.

		• Ensure staff have access to training, including Emotion Coaching, to support children to understand their emotions and develop effective self-regulation skills. • Work closely with parents and carers to support children's overall well-being and ensure that strategies used in school can be reinforced at home where appropriate.
6	What specialist services and expertise are available at or accessed by the school?	At Darley Dene Primary School, we have a skilled and committed staff team who receive regular training to support children with a range of Special Educational Needs and Disabilities. All of our teachers hold qualified teacher status and are supported to develop their expertise in meeting the needs of individual learners. We: • Have established relationships with a range of health, education and social care professionals who provide advice, assessment and support where appropriate. These services and recommendations are recorded and monitored through our provision mapping processes. • Access specialist support from external agencies depending on the individual needs of children. This may include: ○ Educational Psychology Service ○ Specialist Teachers for Inclusive Practice (STIP) ○ Speech and Language Therapy Service ○ Occupational Therapy Service ○ Physiotherapy Service ○ Freemantles Outreach Service ○ Early Years SEN Team ○ Children and Adolescent Mental Health Service (CAMHS) ○ IET (Inclusive Education Trust) support ○ Eikon • Ensure that all external professionals and services we work with follow appropriate safeguarding procedures. When commissioning additional services, we monitor the impact and effectiveness of support to ensure it provides value for money and improves outcomes for children. • Have a dedicated Wellbeing Lead who works alongside staff, children and families to promote positive emotional wellbeing across the school and support children who may require additional pastoral support. • Have trained Emotional Literacy Support Assistants (ELSAs) who provide targeted support for children experiencing social, emotional and mental health (SEMH) needs. This may include individual or small group sessions focusing on emotional literacy, self-esteem, relationships, anxiety, resilience and emotional regulation.
7	What training are the staff supporting children with SEND receiving?	At Darley Dene Primary School, we are committed to ensuring that staff have the knowledge, skills and confidence to support children with Special Educational Needs and Disabilities. We regularly invest in professional development to strengthen high-quality teaching and develop expertise in delivering targeted interventions. We: • Provide regular training and updates for all staff on matters relating to Special Educational Needs and Disabilities, ensuring they understand how to identify and support individual needs.

		• Plan training based on the needs of our children, staff and school priorities, drawing on advice and guidance from specialist professionals where appropriate. • Provide opportunities for teachers and support staff to work together to discuss planning, strategies and approaches to ensure provision is effective and consistent. • Deliver training both within school and across the Lumen Learning Trust, enabling staff to access a wide range of professional development opportunities. • Use weekly staff meetings and support staff meetings to share knowledge, develop skills and address identified training needs. • Ensure key members of the Senior Leadership Team and Pastoral Team have completed Surrey Attachment Aware and Trauma Informed training, supporting our whole-school approach to understanding behaviour and emotional needs. • Provide staff with training linked to specific needs within our school community, including advice and support from external professionals where appropriate. • Support the ongoing professional development of the Inclusion Leader, who is a member of the Senior Leadership Team and is currently completing the NPQ for SENCOs qualification.
8	How will my child be included in activities outside the classroom including school trips?	At Darley Dene Primary School, we are committed to ensuring that all children, including those with Special Educational Needs and Disabilities, are able to participate fully in all aspects of school life, including trips, visits, clubs and activities outside the classroom. We: • Promote the inclusion and participation of all learners in enrichment opportunities and activities beyond the classroom, in line with our SEND Policy. • Plan carefully to ensure that reasonable adjustments are made where needed so that children with SEND can access activities safely and confidently. • Consider individual children's needs when planning trips and visits, including accessibility, communication, medical needs, sensory needs and emotional wellbeing. • Complete appropriate risk assessments and put additional support and strategies in place where required to ensure children can participate successfully. • Work in partnership with parents and carers, consulting with them where appropriate, to understand their child's needs and ensure suitable arrangements are in place. • Liaise with external professionals where necessary to ensure advice and recommendations are considered when planning activities.
9	How accessible is the school?	At Darley Dene Primary School, we are committed to ensuring that all children can access the school environment, curriculum and wider school life. We value and respect diversity and work hard to remove barriers to learning and participation.

		We: • Maintain an Accessibility Plan (available in the school policies section of our website) which outlines how we improve access to the physical environment, curriculum and information for all learners. We ensure staff and pupils understand their responsibilities under the Equality Act 2010. • Provide accessible toilet facilities within the LAN unit and the Key Stage 2 block. • Have step-free access throughout the school site to support children, families and visitors with mobility needs. • Make reasonable adjustments where required to ensure individual children can access learning, activities and the wider school environment. These adjustments are informed by the needs of the child and, where appropriate, advice from external professionals. • Consider accessibility needs when planning classroom environments, resources, communication approaches and school activities. • Work closely with children, parents/carers and external agencies to identify and overcome any barriers to participation. • Monitor the languages spoken by families within our school community and, where required, provide translation support to ensure effective communication and partnership with parents and carers.
10	How will the school prepare and support my child to join the school or transfer to a new school?	At Darley Dene Primary School, we recognise that transitions can be an exciting but sometimes challenging time for children and their families. We work closely with parents, carers and other settings to ensure that transitions are carefully planned and tailored to meet each child's individual needs. We: • Provide a welcoming induction programme to help children and families feel confident and settled when joining our school. • Offer taster visits and transition sessions to help children become familiar with their new environment, staff and routines. • Provide Stay, Play and Learn sessions for children joining our Early Years Foundation Stage during the Autumn Term. • Work closely with feeder nurseries, schools and other educational settings to ensure information is shared appropriately and children experience a smooth transition. • Hold transition meetings with nurseries and secondary schools to share relevant information about children's strengths, needs and successful strategies to support continuity of provision. • Ensure the Inclusion Leader liaises with nurseries, schools and external professionals to plan appropriate support for children with SEND and other vulnerable learners. • Prepare personalised transition resources, such as transition booklets, visual timetables and social stories, for children who require additional support with change.

		• Participate in the ASPIRE programme, delivered by the Specialist Teachers for Inclusive Practice (STIP), to support identified children moving into Early Years or transferring to secondary school. • Arrange additional transition visits and tailored support where needed to help children feel prepared and confident about their next stage of education. • Invite receiving schools to attend the Annual Review meeting for children with an Education, Health and Care Plan (EHCP), where appropriate, to support effective transition planning.
11	How are the school's resources allocated and matched to children's special educational needs?	At Darley Dene Primary School, we carefully plan and allocate our resources to ensure that children with Special Educational Needs and Disabilities receive the support they need to make progress and achieve their potential. We: • Allocate resources according to the individual needs of children, taking account of assessments, professional advice and the provision required to support progress. • Use our Provision Mapping system to plan, monitor and review the deployment of staff, interventions and resources across the school. • Monitor our SEND budget carefully to ensure resources are used effectively and support both the strategic priorities of the school and the needs of individual children. • Evaluate the impact and cost-effectiveness of interventions to ensure that support provides good value for money and leads to positive outcomes for children. • Work with external agencies and, where appropriate, apply for additional funding to support children with higher levels of need, including those with an Education, Health and Care Plan (EHCP) or those accessing additional funding through the Local Authority. • Within our Nursery, we apply for Early Intervention Funding (EIF), where appropriate, to ensure children receive timely support and intervention at the earliest opportunity.
12	How is the decision made about what type and how much support my child will receive?	At Darley Dene Primary School, decisions about the support a child receives are based on their individual strengths and needs. We work closely with children, parents and carers, school staff and, where appropriate, external professionals to ensure the right support is provided. We: • Ensure that all children receive high-quality teaching (Quality First Teaching) as the starting point for learning. • Use the Ordinarily Available Provision to provide appropriate adaptations and support within the classroom before considering additional provision. • Follow the Assess, Plan, Do, Review cycle to identify needs, plan support, monitor progress and review the effectiveness of provision. • Discuss any additional support with parents and carers, the child (where appropriate) and relevant members of staff before implementing it. • Match the type and level of support to the child's identified needs, drawing on assessment information, observations and advice from external professionals where appropriate. • Record agreed provision, person-centred outcomes and next steps on the class provision map and review these regularly to ensure support remains appropriate.

		• Monitor the impact of interventions and adjust, increase or reduce support in response to the child's progress and changing needs. • Ensure the Inclusion Team oversees all SEND provision and regularly reports to the governing body on the effectiveness of SEND provision across the school.
13	How are parents involved in the school? How can I be involved? (see also Q4)	At Darley Dene Primary School, we value the important role that parents and carers play in their child's education. We believe that strong partnerships between home and school help children to achieve their full potential. We: • Work in partnership with parents and carers, encouraging open and honest communication about their child's learning, development, wellbeing and aspirations. • Operate an open-door policy and encourage parents and carers to speak to staff if they have any questions, concerns or information they wish to share. • Encourage parents and carers to become involved in school life by volunteering, attending events, supporting learning at home and participating in school activities where appropriate. • Provide opportunities for parents and carers to share feedback about the support their child receives through Learning Support Profiles, Pupil Passports, review meetings and regular communication with staff. • Welcome parental feedback and use it to help evaluate and improve our SEND provision. • Have Parent Governors on our Governing Body, ensuring that parents' views contribute to the strategic direction of the school. • Offer regular coffee mornings and workshops organised by our Home School Link Worker (HSLW) team. These may include sessions delivered in partnership with external agencies such as the Mental Health Support Team (MHST) and Learners' Single Point of Access (L-SPA). • Provide support through our Home School Link Workers, who are available to offer advice, guidance and practical support to families whenever it is needed.
14	Who can I contact for further information	At Darley Dene Primary School, we encourage parents and carers to contact us if they have any questions, concerns or would like further information about SEND provision. We recommend: • In the first instance, speak with your child's class teacher, who will be able to discuss your child's learning, progress and any concerns you may have. • Contacting a member of the Inclusion Team for further information, advice and support relating to Special Educational Needs and Disabilities. • Referring to the SEND information available on our school website, which provides an overview of SEND support at Darley Dene Primary School. Further advice and support can also be accessed through:

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| | <ul style="list-style-type: none">• SEND Advice Surrey – a service providing information, advice and support for parents and carers of children with SEND.
http://www.sendadvice.surrey.org.uk/• Surrey's Local Offer – providing information about the support, services and advice available for children and young people with SEND and their families in Surrey.
https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page• Learners' Single Point of Access (L-SPA) – for SEND-related enquiries, advice and support:
0300 200 1015 |
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If you have a concern or complaint, the school complaints procedure can be found on the School Information page of the website.