

Special educational needs (SEN) information report

Daven Primary School



Daven Primary
School

Approved by:	Jennifer Gosling	Date: 14/7/2025
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Contents

Contents.....	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?.....	3
3. What should I do if I think my child has SEN?.....	4
4. How will the school know if my child needs SEN support?	4
5. How will the school measure my child’s progress?	5
6. How will I be involved in decisions made about my child’s education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?.....	9
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?.....	10
14. How will the school support my child’s mental health and emotional and social development?	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	11
16. What support is in place for looked-after and previously looked-after children with SEN?	12
17. What should I do if I have a complaint about my child’s SEN support?	12
18. What support is available for me and my family?	12
19. Glossary.....	13

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Special Educational Needs - SEND - Daven Primary School](#)

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Amy Bates. They can be contacted by email: sendco@daven.cheshire.sch.uk or by ringing the school office 01260 228088

They are a qualified teacher.

They are working towards the National Award in Special Educational Needs Co-ordination.

They are allocated 2 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Training includes but is not limited to; use of specific interventions e.g. precision teaching, supporting pupils with communication and language difficulties, autism and sensory differences.

Teaching assistants (TAs)

We have a team of 9 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

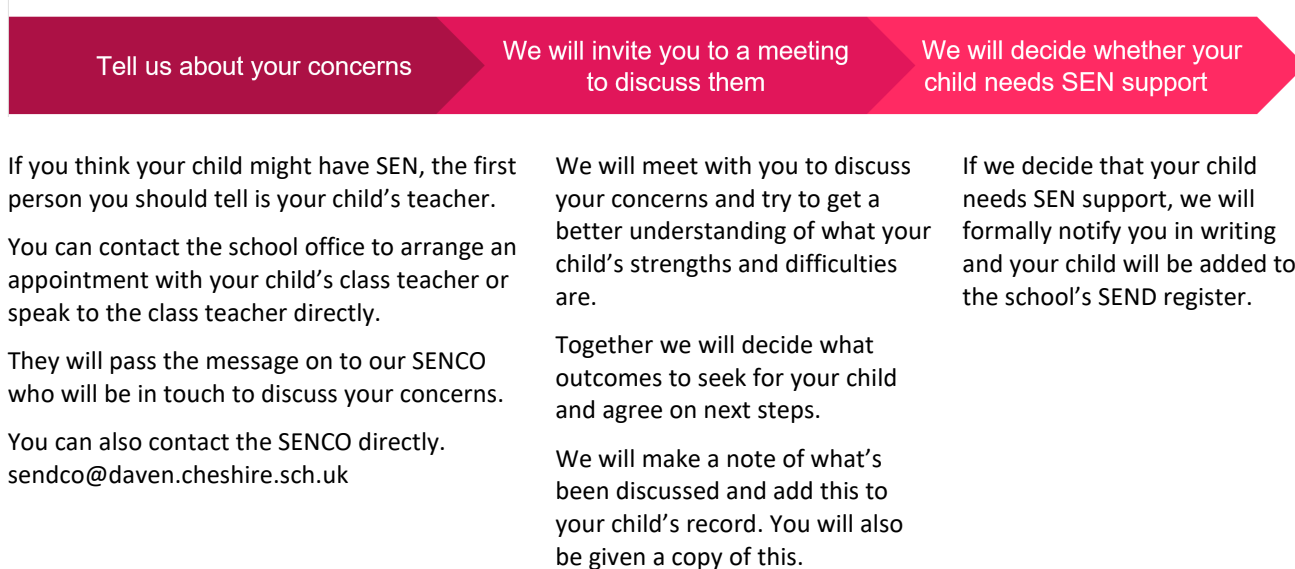
All our teaching assistants who are trained to deliver interventions such as speech and language interventions, precision teaching, fast track phonics, Fresh Start, ELSA and sensory circuits.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Specialist teachers such as Cheshire East Autism Team and the Sensory Inclusion Service
- Occupational therapists
- Sensory Processing Occupational Therapy Support Services (SPOTSS)
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, mathematics, motor skills, language and communication and interaction skills.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

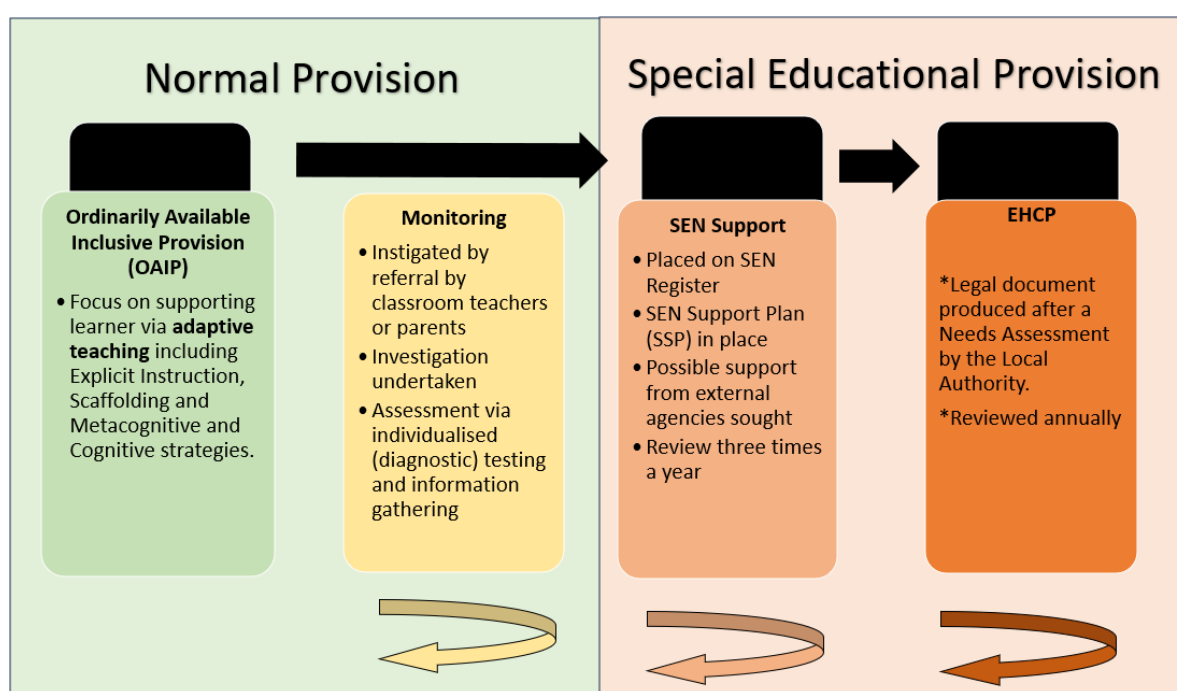
We will use The Learning Partnership Identification Pathway to identify need.

The SENCO will observe the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or health professionals.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will work with you to create a SEN support plan for them.

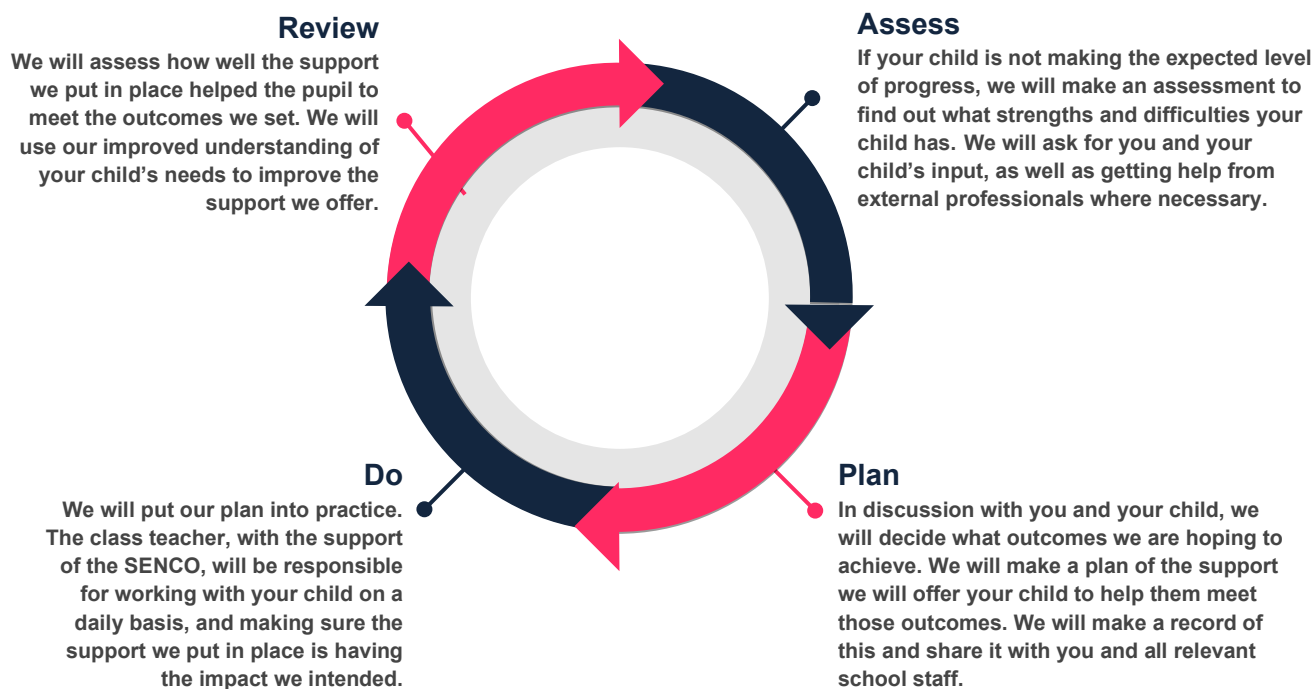


5.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. This will either be verbally at parents' evening or a written report at the end of the academic year.

Your child's class teacher will meet you each term, to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can ring the school office to book an appointment with your child's class teacher or speak to their class teacher directly.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Lever	Rationale
Providing a broad, balanced, and inclusive curriculum that meets diverse needs.	Providing a broad, balanced, and inclusive curriculum ensures all pupils—regardless of background or ability—can access meaningful learning. It promotes equity, reflects diverse experiences, and supports academic, social, and emotional development, enabling every child to thrive and succeed.
Identifying barriers to learning and participation at the earliest opportunity.	Identifying barriers early enables timely support, prevents issues from escalating, and promotes inclusive learning. It ensures all pupils access the curriculum, thrive socially and emotionally, and achieve their full potential through targeted, effective interventions.
Using available baseline data and diagnostic testing to match individuals to the appropriate evidence-based interventions.	Using baseline data and diagnostic testing enables early, accurate identification of individual needs, ensuring pupils are matched with targeted, evidence-based interventions. This proactive approach supports timely, effective support, reducing barriers to learning and promoting better outcomes.

<p>Embedding a graduated approach to support that is responsive, reflective, and regularly reviewed.</p>	<p>Embedding a graduated approach ensures support is tailored, timely, and effective. By assessing, planning, doing, and reviewing in cycles, it allows for responsive adjustments, promotes continuous improvement, and ensures interventions meet evolving pupil needs.</p>
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These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support individuals when children require provision which is ‘additional to and different from.’
- Teaching assistants may support pupils in small groups, of different abilities, as directed by the class teacher.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<p>Communication and interaction</p>	<p>Autism spectrum disorder</p>	<p>Visual timetables Social stories Bucket Time Social skills</p>
	<p>Speech and language difficulties</p>	<p>Speech and language therapy Infant Language Link</p>
<p>Cognition and learning</p>	<p>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</p>	<p>Writing slope Coloured overlays Presenting work with different coloured background Precision teaching Fast Track Tutoring Fresh Start Paired reading FFT fluency programme</p>
	<p>Moderate learning difficulties</p>	<p>Precision teaching</p>

	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Individual workstation
	Adverse childhood experiences and/or mental health issues	ELSA Play Therapy
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting displays Presenting work on alternative coloured background Using larger font
	Multi-sensory impairment	
	Physical impairment	Gross and fine motor skills Write from the Start Handwriting

These interventions are part of our contribution to Cheshire East’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that’s the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in activities such as sports day, class assemblies and performances and workshops provided by external providers.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- All EHC plan children go through the Cheshire East consultation process, to which we review the needs of individual pupils and assess whether we can meet them.
- For a child with a disability, we meet with the parents and child to assess their needs. We then consult with specialist services to ensure we have the right adaptations e.g. school nurse providing staff with training for diabetes; ramps/hand rails installed for pupils with a physical need.

13. How does the school support pupils with disabilities?

- Inclusive teaching practices, utilising EEF 5-a-day principles
- Use of technology when needed
- Multi-sensory teaching
- Calm spaces in every classroom, as well as low-stimulus learning environments
- RAMPS if needed
- Follow the Cheshire East Early Identification Pathway
- Environmental adaptations if needed, and a review of the accessibility plan if changes have been made
- Classroom layout to meet the needs of all
- Sensory-friendly spaces
- Utilising outreach and external support
- CPD staff – the school is taking part in the Partnerships for Inclusion of Neurodiversity (PINS) project
- Effective use of support staff
- The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services
- The school's accessibility plan can be found on our school website.

14. How will the school support my child's mental health and emotional and social development?

Our school is a nurturing school and all staff are part of the pastoral support system. We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing and they may need extra pastoral support. After discussion with the pupil and parents, we may name a key person to add an extra point of contact and individual support.

Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often personalised to meet individual needs.

We are mindful that it can be challenging for brothers and sisters of pupils with a special need and where needed will give opportunities for them to have a 'time to talk' with a key adult and be sensitive to their needs as well.

We do not tolerate bullying in our school and we follow our **school policy**.

We also provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Safe Around School Squad (SAS), can apply to be anti-bullying ambassadors, take part in PSHE sessions.
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We have an ELSA trained member of staff who can support pupils with a SEN.
- We have a 'zero tolerance' approach to bullying.
- We utilise the No Outsiders texts as an addition to our PSHE curriculum.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Schedule transition sessions with the incoming teacher towards the end of the summer term.
- Pupil progress meetings, at the end of the academic year, are with the current teacher and next teacher.
- For pupils with an EHCP, current and new teacher will write the EHCP implantation plan together, for autumn term,

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

A member of staff from the secondary school will come into our school for a meeting with our year 6 class teacher and SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting the secondary school

- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Caroline Short (DDSL) will work with Amy Bates, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school, should follow our complaint's policy, which can be found on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Together Trust](#), the disagreement resolution and mediation service, can be contacted by completing their online form or ringing them directly.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look [Cheshire East's local offer](#). Cheshire East publishes information about the local offer on their website.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- [CEIAS](#)

Local charities that offer information and support to families of children with SEND are:

- [Ruby's Fund](#)
- [Cheshire and Warrington Carers](#)
- [Space4Autism](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages