



Danegrove Primary School

SEND Information Report (Local Offer)

Last review date:	04 September 2026
Approved by:	Full Governing Board
Next review date:	04 September 2027
Person/s responsible:	Mrs E. Toumazou

What is a SEND Information Report?

Every school is required to publish a SEND Information Report annually. It sets out what is offered to support pupils with special educational needs and / or disabilities (SEN/D), who attend the school.

Our report details how we identify pupils with SEND, how we ensure inclusion and equality of opportunity for these pupils, what additional support is on offer, how we communicate with parents of pupils with SEND and who parents can contact if they have any questions about Special Educational Needs.

Further information on support and services available locally for pupils with Special Educational Needs is now available as a 'Local Offer' in every Local Authority. The London Borough of Barnet publishes their Local Offer at: <https://www.barnetlocaloffer.org.uk/>

SEND at Danegrove Primary

At Danegrove Primary School we aim for all our children to strive to be the best that they can be, ensuring that we do our absolute best to help **all** pupils reach their full potential, both inside and outside the classroom. In order to do this many steps are taken to support children throughout their school life, starting with Quality First Teaching.

However, we recognise that the educational needs of every child is different, which means that for some children to reach their potential there may be a need for additional support. This support is delivered as a whole school approach with all our staff working together to ensure the best for each child in our school. In addition to this inclusive approach, additional support is also available from the school's TA's, HLTA's, SENDCos, Learning Mentor, and SLT members of staff.

At Danegrove Primary School, we follow the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015). We embed this approach to ensure that the appropriate actions are matched to individual children's needs. No two pupils are the same and we therefore carefully design support to meet an individual's specific needs. We expect

all staff to play a part in identifying children with SEN and take responsibility for recognising and addressing their needs.

For further information, please contact the school on 0208 449 4024 asking for Mrs Toumazou or Mrs Conisbee, the SENDCos.

Safeguarding

The Governors of Danegrove Primary School are responsible for entrusting a named person to monitor Safeguarding and Child Protection procedures. They are also responsible for the monitoring and correct administration of the Disclosure and Barring Service procedures and the Single Central Record.

Danegrove Primary School's Designated Safeguarding Lead (DSL) is Mrs Ghosseiri, and the Deputy Designated Safeguarding Leads (Deputy DSL) are Miss Oliver, Mrs Stevens, Mrs Toumazou and Mr Forrest. Please see our Safeguarding and Child Protection Policy for further information.

Governors

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

How does the school identify if a child needs extra help?

We know when a pupil needs additional support if:

- limited progress is being made. Assessment information is discussed in pupil progress meetings and any concerns regarding attainment and progress are raised.
- teachers or support staff have raised a concern.
- there is a change in the pupil's behaviour.
- parents/carers have raised a concern.

The school considers needs across the four broad areas identified in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. A pupil may have needs across more than one area, and the purpose of identification is to decide what action and provision are required rather than to apply a label.

We recognise that behaviour may communicate an unmet need. Concerns are considered alongside attendance, wellbeing, communication, sensory needs, health, changes in circumstances and access to learning. Slow progress or low attainment does not automatically mean that a pupil has SEND, and a formal diagnosis is not required before appropriate SEN Support can begin.

How can I let the school know if I am concerned about my child's development?

Danegrove Primary School has an open door policy and parents are always welcome to discuss any aspects of their child's education and wellbeing. Parents can talk to their child's class teacher at the end of the school day where, if they require a more detailed conversation, an appointment can be made to enable further discussion. Progress is also discussed at Parents' Meetings and any additional parent concerns can be raised then. Appointments with the class teacher or the SENDCos can be made by contacting the school office, or speaking with them directly.

What specialist service and expertise are available at, or accessed by, the school to support my child?

Danegrove Primary School recognises that at times it may be necessary to consult with outside agencies to receive their specialised expertise. The services used by the school include:

- Educational Psychologist

- Inclusion Advisory Team, including advice relating to SEMH, SLCN, curriculum access and inclusive practice
- Multi-Agency Safeguarding Hub (MASH)
- Children's Integrated Therapies, including Speech and Language Therapy
- Child & Adolescent Mental Health Service (CAMHS)
- Child Psychiatrist
- Participation Team (School Attendance Service)
- Special Educational Needs Disability Information, Advice and Support Service (SENDIASS)
- Social Services
- Barnet Hospital/ Edgware Hospital/ Whittington Hospital (Paediatricians)
- Occupational Therapy/Physiotherapy
- Child Development Centre
- School Nurse
- Autism Advisory Team
- Teacher for the Deaf
- Teacher of the Blind
- Barnet Early Autism Model (BEAM)
- Downright Excellence
- Barnet Inclusion Advisory Team

The school works with Barnet Educational Psychology and other specialist services according to pupils' assessed needs. With parental consent, professionals may observe or assess a pupil, meet with the family and school, and recommend strategies, outcomes or further support. External involvement complements, but does not replace, the school's graduated approach. Recommendations are incorporated into planning and reviewed for their impact.

Barnet has also developed an Autistic Children and Young People information area, including information for primary-aged pupils and families and a pathway to services available before and after an autism diagnosis. Families can access this through Barnet's Local Offer: <https://www.barnetlocaloffer.org.uk/autistic-children-and-young-people>

How will the curriculum be matched to my child's needs?

High-quality inclusive teaching is the first response to a pupil's needs. Class teachers plan and adapt teaching, language, pace, grouping, resources, outcomes and the learning environment so that pupils can participate and make progress. Reasonable adjustments and specialist equipment may include visual supports, adapted recording methods, pencil grips, accessible scissors, coloured overlays, sensory or regulation resources and assistive technology. Support may be provided individually or in a small group according to the pupil's needs and the purpose of the activity.

Some pupils access targeted, time-limited individual or small-group interventions. Each intervention has a clear purpose, intended outcomes and a review point. Provision is adjusted, continued or concluded according to evidence of impact and the pupil's changing needs.

For pupils receiving SEN Support, agreed outcomes and provision are recorded in a SEND Learning Plan. The class teacher, pupil and parents or carers contribute to planning and review. Progress is monitored throughout the term and formally reviewed at least termly through the Assess–Plan–Do–Review cycle. Pupils with EHCPs also have a statutory annual review, alongside the school's ongoing review arrangements.

Where specialist advice is required, the SENDCos will discuss this with parents or carers and seek consent before making a referral, unless safeguarding duties require otherwise. Advice from specialists is shared with relevant staff, translated into practical provision and reviewed with the family and pupil.

Where a pupil has an EHCP, the school arranges the special educational provision specified in Section F, works with relevant services and reviews progress towards the outcomes in the plan. Provision remains responsive to the pupil's day-to-day presentation and changing needs.

Danegrove's SEN Bases includes Kingfisher, Heron and Water Wonderland. These bases are provisions for identified pupils whose assessed needs indicate that they would benefit from a smaller, structured and highly differentiated learning environment for part of the day. Pupils

may access a SEN Base in the mornings and join their mainstream class in the afternoons, according to their individual plan and readiness. Provision is driven by EHCP or SEND Learning Plan outcomes and may include Total Communication, Colourful Semantics, Attention Autism, Intensive Interaction, SCERTS-informed practice, TEACCH-informed structure, sensory regulation and play-based learning. Placement in a SEN Base is not automatic and is regularly reviewed with the pupil and family to ensure that it remains appropriate, inclusive and effective.

What support is there for my child's overall wellbeing?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. The Learning Mentor plays a key role in supporting pupils with a range of social and emotional difficulties and is accessible to children at all times in the day. All members of staff, including the Senior Leadership Team, are readily available for pupils who wish to discuss any issues and concerns.

We have two wonderful rooms – The Rainforest Retreat and Water Wonderland where all children have regular Wellbeing sessions with Mrs Ghosseiri or Mrs Stevens.

If a pupil has a medical need then a detailed Care Plan (in consultation with parents/carers) is compiled with support from the school nurse and the relevant specialists. The Care Plan is discussed with all staff involved with the pupil.

A large number of our staff have first aid training; some staff have defibrillator training and diabetes training. All staff receive EpiPen training, asthma awareness training, with identified staff receiving epilepsy training.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

How will my child be included in activities outside the classroom?

We expect all our children to be active participants in our inclusive learning community and therefore children with particular needs will be encouraged and supported to take part in all activities that the school offers, this includes clubs run after school, by school staff.

Reasonable adjustments are planned so that pupils with SEND can participate in trips, clubs, performances, residential experiences and wider school life. Individual risk assessments and support arrangements are used where necessary. Decisions are based on the pupil's individual needs, safety and the reasonable adjustments that can be made, and are discussed with parents or carers and the pupil.

What support do you have for me as a parent to support my child?

Class teachers may suggest ideas and strategies for how you can support your child at home in order for them to progress in school. The school SENDCos along with class teachers are available for parents to discuss any concerns with and are happy to help parents with developing strategies to assist with learning, behaviour and the emotional needs of individual children.

If outside agencies are involved with your child then they will generally give suggestions and programmes of study that can be used at home. A school representative will always attend multiagency meetings and will provide support to parents around their child's and the family's additional needs.

How are parents/carers/families informed of their child's progress?

You will receive a written report annually that will inform you of your child's attainment and progress across the academic year alongside being able to discuss your child's progress at Parents' Meetings. Our class teachers are available at the end of each day if you wish to raise a concern, and appointments can be made to speak in more detail to the class teacher or SENDCos.

Parents are encouraged to contribute to their child's education. This may be through discussions with the class teacher, discussions with the SENDCos or other professionals. They are invited to help shape and review SEND Learning Plans and to take an active part in EHCP annual reviews. The school aims to communicate clearly, listen to family knowledge and agree practical next steps together.

How are pupils involved in decisions about their support?

Pupils' views are sought in ways that are meaningful and accessible to them. Depending on age and communication needs, this may include direct conversation, drawings, photographs, observation, choice-making, communication aids, pupil profiles or support from a trusted adult. Pupils are supported to understand and contribute to their outcomes, SEND Learning Plan reviews, annual reviews and transition planning. Their views, interests, aspirations and experience of provision inform decisions.

How does the school evaluate the effectiveness of SEND provision?

The school evaluates SEND provision through the Assess–Plan–Do–Review cycle; progress and attainment information; progress towards individual outcomes; intervention records; attendance and engagement information; observations; work scrutiny; provision mapping; and feedback from pupils, parents, staff and professionals. The SENDCos and senior leaders monitor provision and report to governors. Where expected progress is not being made, the school reviews barriers, adjusts teaching or provision and seeks further advice where appropriate.

How will the school prepare and support my child when joining and leaving Danegrove Primary School?

There are many strategies put in place to enable a pupil's transition to be as smooth as possible. These include:

- Stay and play visits for parents and children to experience our classrooms and meet our teachers.
- Meet the teacher sessions for Foundation Parents.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- If needed, transition books with images of the children's new staff, environment and school.
- Handover days for children to meet their new teacher, and their new classroom.
- Year 6 pupils attending transition days at their new schools. Children that may be vulnerable are given the opportunity to attend additional transition sessions and will work with over the preceding year on developing strategies to enable them to better cope with the change.
- SLT and the SENDCos will meet secondary school SENDCos (and other primary school SENDCos) to collect/pass on information regarding SEND pupils.

Accessibility Plan

Danegrove welcomes applications from families of children with disabilities and SEND. Admission arrangements are set out in the school's Admissions Policy and are applied fairly. The school does not treat disabled pupils less favourably because of disability and makes reasonable adjustments to avoid substantial disadvantage. Where a child has an EHCP, admissions are managed through the statutory consultation and placement process.

Danegrove operates across two sites. The school considers physical access, communication, sensory needs, medical needs and access to information on an individual basis. Families are encouraged to discuss access requirements with the school as early as possible so that appropriate assessments, reasonable adjustments and transition arrangements can be planned.

The school's Accessibility Plan is published on the Danegrove website or available on request and is reviewed regularly. It covers:

- Increasing the extent to which pupils with disabilities can participate in our curriculum.

- Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services that we provide or offer.
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without a disability.

What should I do if I have a concern or complaint about SEND provision?

Parents and carers are encouraged to raise concerns as early as possible with the class teacher or a SENDCo so that the school can listen, clarify the issues and work towards a resolution. If the concern is not resolved, parents may follow the school's published Complaints Policy, available on the school website. Barnet SENDIASS provides free, confidential and impartial information and advice about SEND processes and disagreement resolution. Concerns relating to an EHCP assessment, content or named placement may also have separate statutory mediation and appeal routes; information is available through Barnet's Local Offer and SENDIASS.

Who can I contact for further Information?

For further information regarding the Accessibility Plan please see Danegrove Primary School website at: <https://www.danegroveschool.co.uk/> or contact the school on 0208 449 4042 asking for either the SENDCos: Mrs Toumazou or Miss Conisbee.

If you require further information on the services provided by the London Borough of Barnet then please visit their website at <https://www.barnet.gov.uk/> or click the link below to take you directly to the Barnet SEND Local Offer webpage.

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