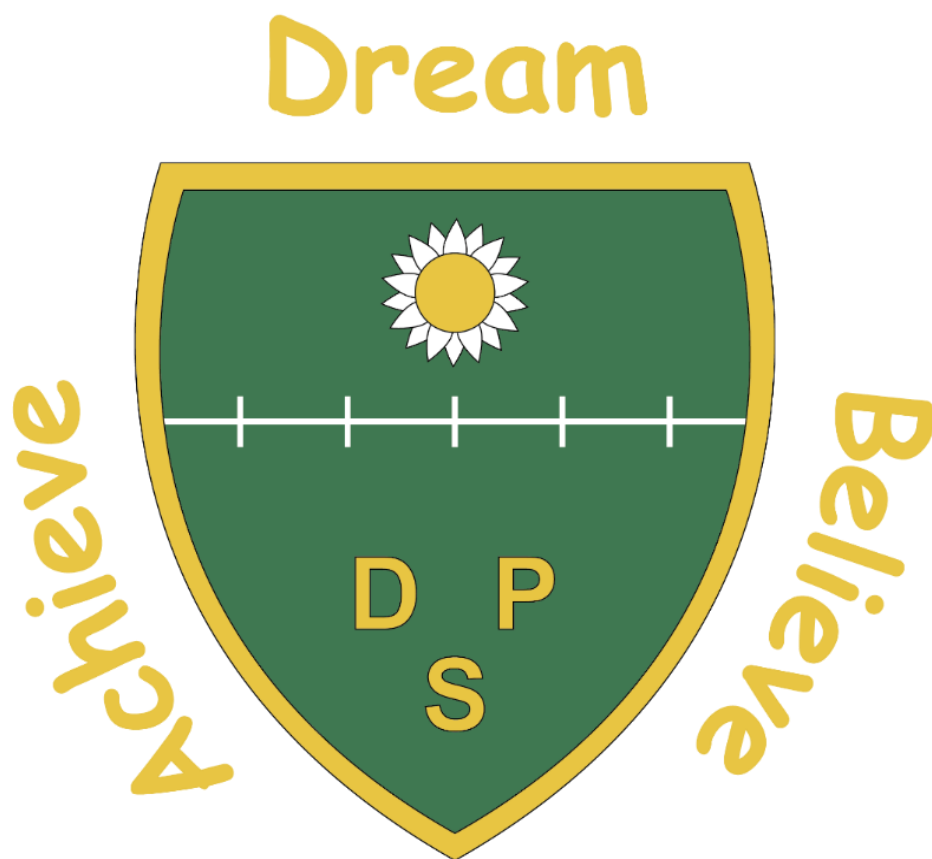




Daisyfield Primary School

SEND Information Report

September 2025



Our School

Our School

Daisyfield Primary School is a Community Primary School. We have a Nursery which currently has 26 part –time places. The school has an admission number of 40 children per year group. In 2008 a substantial building and refurbishment programme was completed. Our outdoor provision was improved; adding a 'trim trail' to all three key stages. All the pupils, parents, staff and governors are very proud of Daisyfield Primary School and its achievements.

Daisyfield Primary is a multi-cultural school where we all try our best to work by our mission statement, 'Dream, Believe and Achieve'. Our aim is to constantly strive to improve our standards at all times in order to give our children the best educational opportunity. It is important that children experience a wide range of opportunities in order to enable them to become well balanced and tolerant independent thinkers. The school provides a wide range of trips and extracurricular activities throughout the year. In addition, artists, authors, musicians and sports trainers are brought into school to widen the children's experience and improve their ability. We also have a Breakfast Club which starts at 7.45a.m.

At Daisyfield we have successfully supported children with a wide range of Special Educational Needs including Speech, Language and Communication, Sensory needs, Visual needs, Hearing needs, SEBD, SpLd, Physical/Medical needs and ASD. We provide opportunities to develop the children's skills, meet their individual targets and include them in our mainstream setting through quality first teaching, 1:1 support, adaptive teaching, small group teaching and selective use of intervention programmes. We work closely with parents/carers to support their children.

Daisyfield Primary School is a truly inclusive school. We aim to create a positive environment where all staff have a responsibility for each child with a special educational need (SEND) and work together in the best interests of the child. Quality first teaching is evident throughout the whole school as teaching and learning is adapted, modified and personalised to ensure our children are making progress. This report will demonstrate the approach to SEND that we as a whole school have adopted in our everyday practice.

October 2024 Data Information

Daisyfield currently has 284 children on role. There are currently 41 children on SEND register (14%) with a range of needs from universal to specialist.

10 children that have an EHCP (24%) and 31 children receive SEND Support Provision within school (76%).

9 children (22%) have their main category of need as Cognition and Learning, 27 children (66%) have their main category of need as Communication and Interaction and 2 children (5%) have their main category of need as Physical and/or Sensory.



Meet our SENDCO

The SENDCo is Mrs Caitlin Morley

Contact details:

Daisyfield Primary School
Clinton Street
Blackburn
Lancashire
BB1 5LB

Tel: 01254 52108

Email: caitlin.morley@daisyfield.blackburn.sch.uk



Special Educational Needs

Daisyfield is a community primary school committed to providing an inclusive education for all pupils and aims to provide a learning environment which is flexible enough to meet the needs of all members of our school community.

Support is provided for pupils across the four main areas of need as laid out in the SEND Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Daisyfield, we monitor all children closely and this enables us to identify the individual needs of our pupils. Staff will voice their concerns and the SENDCo will discuss the child's progress. We assess children regularly throughout the school and specific assessments may be carried out depending on the child's area of need. Staff also observe pupil behaviour closely and notice changes. Staff listen to children's concerns if they need support and discuss learning with children.

Pupils are identified as having SEND, and the needs assessed, through:

- Information passed on by Nursery, at the end of each school year and from any previous schools.
- Assessments we use include; WellComm, statutory Year 1 Phonics test, KS1 SATS, NFER, Lancashire termly Maths assessments and KS2 SATS.
- Feedback from teaching staff and observations.
- Referrals from parents.
- Use of the Graduated Approach Cycle (APDR)



The Graduated Approach cycle (APDR)

Assess – Information of a child is gathered from a range of sources (observations, termly assessments, school tracking of progress and discussions with parents).

Plan – The information gathered is used to agree the primary need for a child and appropriate support put in place. Some adjustments might include: changes to the classroom environment, differentiation and interventions.

Do – All of the additional support and interventions must be carried out consistently with good record keeping. It is essential that links are made between the learning in class and during interventions. During this time, there is very good communication between class teachers, class TAs and the SENDCo.

Review – We look at the school's tracking of progress to help review the impact of the support. Discussions with parents and the child help to inform the next steps.

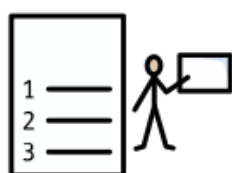


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



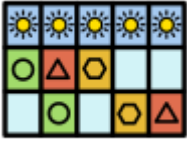
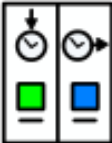
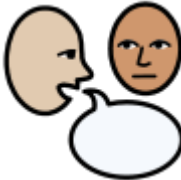
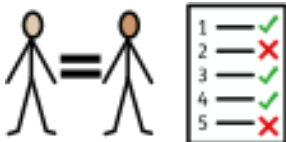
Curriculum adaptations

We are committed to giving your child every opportunity to achieve. We do this by quality first teaching and offering a wide-ranging curriculum/learning environment that may be adapted by:

- Personalised provision through time limited interventions and adapted resources.
- Groupings that target specific levels of progress.
- Differentiated resources and teaching styles.
- Access arrangements for tests.
- Additional adult support.
- Following ILP targets.
- Referring to the SEND Policy.

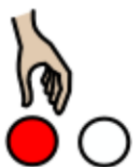
We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities.

Please see our **SEND Policy** on the school website.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Decisions about support

If concerns are identified, through assessments and observations, then appropriate interventions will be arranged to support them. Your child may be given an Individual Learning Plan which sets out personalised targets and support. Where the child's needs are more complex, the SENDCo will consult with the class teachers, parents / carers and where necessary, outside agencies.

The types of support available may include a teaching assistant, special input from professionals such as an Educational Psychologist, special software for use on laptops, iPads or other alternative recording devices.

If through discussion with yourself, the SENDCo and other staff in our school, it is agreed that Daisyfield cannot meet the needs of your child through existing

	resources, an application may be made to the local authority for an Education, Health and Care Plan. This process can be found on the Local Offer website. Parents / carers will be consulted at every stage to share information and to ensure that we all agree that the child's needs are being met.
 Progress	Monitoring progress is an integral part of teaching and leadership within Daisyfield. As well as parents, children and staff our governors are involved in the reviewing of interventions with learners. Progress data for all learners is tracked on Arbor termly, and collated by the whole school and monitored by staff, SLT, the Head teacher and Governors. Progress is regularly and adaptations to provision made in light of these findings. An annual report is written for Governors and the SEN Information Report will be renewed on the school website. These arrangements include: • Data tracking for pupil progress. • ILPs (Individual Learning Plan) and EHCP (Education Health Care Plan) Reviews. • Observations and follow up. • Parent Meetings. Our open-door policy provides parents with the opportunity for discussion face to face or on the telephone. Children on 1:1 support have annual review meetings. Every Friday we have a celebration assembly and class assemblies each month. Children with SEND have their own learning targets that they work towards and these are discussed at ILP review meetings.
 Evaluating Provision	At Daisyfield evaluating our provision is one of the key elements of our Assess, Plan, Do Review. This means the provision set for children with SEND are reviewed every 10-12 weeks and adaptations made where necessary. Additional evaluations occur through: • Review progress in SLT meetings and discussing next steps. • Discuss and share ideas in staff meetings to ensure up to date research and policy is in place. • Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term. • Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals. • Monitoring by the SENDCO. • Regularly using a tracking tool to update targets and measure progress. • Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support. • Holding annual reviews for children with Education Health Care Plans.



How we can help you

We actively encourage you as a parent to be involved with your child's learning. The class teacher, or SENDCo, may suggest ways of how you can support your child alongside homework activities.

If outside agencies, or the Educational Psychologist has been involved, suggestions and programmes of study may be provided that can be used at home.

We also run a number of support sessions for parents throughout the school year which will be advertised to parents as appropriate.



Staff Training

At Daisyfield, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during CPD sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Autistic Spectrum Disorder	Hearing or Visual Impairment	Phonics Support	Team Teach

			
Specific Learning Difficulties	Epilepsy	Emotional Literacy	Speech and Language
			
De escalation	Attachment	Reading Support	Sensory needs



Your child's wellbeing

The wellbeing of your child is central to the ethos of our school, our open-door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Daisyfield to provide a safe, happy and caring environment. Daisyfield offers a wide variety of pastoral support for pupils with emotional difficulties. We have an ELSA trained member of staff who leads on 1:1 sessions and small group sessions where necessary.

The emotional wellbeing of your child is extremely important to us and our staff are there to provide help and support to both you and your child. Please feel free to contact the class teacher, SENDCo or Head Teacher if you have any concerns.

If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners. Most of our staff are first aid trained.

All of our policies in relation to the wellbeing of your child are available on our website. These include: Safeguarding and Child Protection Policy, Equal opportunities Policy, Race Equality Policy and our Anti bullying Policy.

Please see all these policies on our school website.



Transition Support

Nursery to Reception

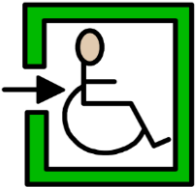
Induction meetings are held for children starting Nursery and Reception classes and for parents of children starting at other times of the year. Prior to this, a home visit is made to discuss the needs of each child, if the family is new to school. Children are also invited to school to attend sessions to get to know the setting, classroom, staff and other children before starting. Upon starting school, your child will have a phased introductory period with the time gradually building up depending on how well s/he settles.

End of Year transition

At the end of each school year class teachers meet together to discuss all children that will be new to their class and assessment data is shared. Additional transition work will be done with those children who may find moving from one class to the next a challenge.

Secondary Transition

We have developed excellent relationships with the secondary schools that our children move on to. Your child will have the opportunity to visit their new

	school and meet their new teacher. We will ensure that all the relevant information about your child's needs are discussed at a Transition Review Meeting and all appropriate records are forwarded to the new school. Additional transition work will be done with those children with special educational needs who may find moving to a new school a challenge. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies	We work closely with and have access to the following agencies to support your child's needs: • Therapy services including Physiotherapy, Occupational Therapy and Speech and Language Therapy. • Advisory teachers within the SEND Support Service. • Educational Psychology Team. • SEND Team. • School Nurse • Social Services. • Child and Adolescent Mental Health Services (ELCAS). SENDIASS- (Provides a flexible and supportive Service, giving parents/carers, children/young people 0-25, schools and professionals the opportunity of working together to meet the special educational needs and disability of the individual pupil). • Barnardo's – Independent Supporters. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.
 Accessibility	Daisyfield is fully accessible with a dedicated disabled parking bay and ramps to access classrooms, where required. We have specialist changing facilities and toilets and a hoist system for children that need lifting. Please see our school Accessibility Policy on the website. This Policy has been written in compliance with the Equality Act 2010.



Clubs and Trips

Activities and school trips are available to all children in our school and full details are available on our website. A risk assessment will be carried out and procedures put in place to ensure that your child can participate. If your child has additional needs, such as a special diet, we will discuss this in detail with you.

Support assistants, and welfare staff, are employed at Daisyfield to help if your child requires support during break and meal times and we have a wide range of clubs that take place during lunch breaks and after school. Our school newsletter gives details of these.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you have concerns relating to the school provision, please speak to the Head teacher or the SENDCo. The formal complaints procedure can be accessed through our website.

Our Governing body has a designated SEND Governor, Mrs P Fowler, responsible for reviewing practice and supporting the SENDCo.



Blackburn

Blackburn Local Offer

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at: www.bwd-localoffer.org.uk

SENDIASS	01254 503049
Parents in Partnership	07923252483
Care Network Helpdesk	01254 507255 (option 2)
Family Autism Service	01254 244706
The Special Educational Needs Statutory Assessment Team	01254 666739



Who can you speak to at Daisyfield?

If you have concerns about your child you can speak to any of the following people:

- Your child's class teacher.
- Our Head Teacher – Mrs Lisa Banks
- SENDCo – Mrs Caitlin Morley
- Our SEND Governor – Mrs Pat Fowler