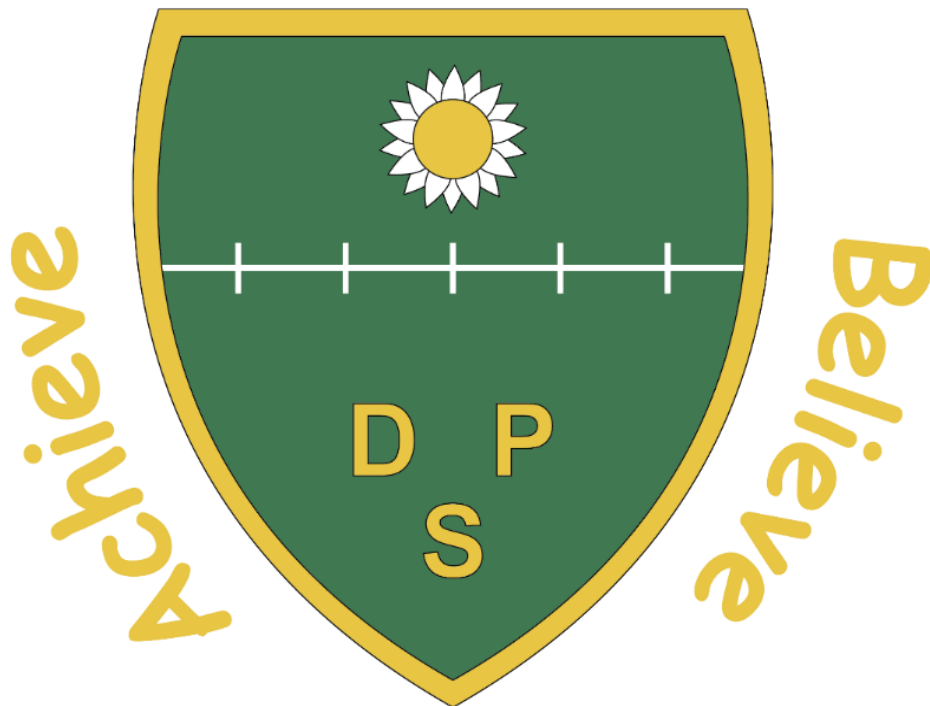


Daisyfield Primary School

Dream



SEND Information Report

September 2026



Our School

Our School

Daisyfield Primary School is a community primary school with a nursery provision offering 26 part-time places. The school has a PAN of 30 pupils for Reception intake from September 2026, this was previously 40 pupils per year group. We are proud of our inclusive ethos and our commitment to ensuring that every child is valued, supported and encouraged to achieve their full potential.

As a diverse and multicultural school, we embrace our mission statement, '**Dream, Believe and Achieve**', which underpins all aspects of school life. We are committed to providing a high-quality education that inspires children to become confident, resilient and independent learners. We recognise the importance of preparing pupils for life in modern Britain by promoting respect, tolerance and an appreciation of diversity.

Children benefit from a broad, balanced and ambitious curriculum, enriched by a wide range of educational visits, extracurricular activities and experiences. Throughout the year, pupils have opportunities to engage with visitors including authors, artists, musicians, sports coaches and other professionals, helping to broaden their aspirations and enhance their learning experiences. The school also offers a Breakfast Club from 7.45am to support pupils and families.

Daisyfield Primary School has extensive experience supporting pupils with a wide range of Special Educational Needs and Disabilities (SEND), including:

- Communication and Interaction needs, including Speech, Language and Communication Needs (SLCN)
- Cognition and Learning needs, including Specific Learning Difficulties (SpLD)
- Social, Emotional and Mental Health (SEMH) needs
- Autism
- Sensory and/or Physical needs, including hearing impairment
- Medical needs

We are committed to ensuring that all pupils can access learning and participate fully in school life. Support is tailored to individual needs and may include Quality First Teaching, adaptive teaching, small group teaching, targeted interventions, specialist resources and, where appropriate, individual support. We work closely with parents, carers and external professionals to identify needs early and provide effective support that enables pupils to make progress and achieve positive outcomes.

Daisyfield Primary School is a fully inclusive school where meeting the needs of pupils with SEND is a whole-school responsibility. All staff work collaboratively to create a nurturing environment in which children feel safe, respected and valued. Quality first teaching is at the heart of our approach, with teaching and learning adapted and personalised to

ensure that all pupils can access the curriculum and make progress from their individual starting points.

To further enhance our inclusive provision, we have established **Meadow**, our Inclusion Base, which provides targeted and personalised support for pupils with additional needs within a mainstream school environment. Meadow enables pupils to access specialist support while remaining active members of their class and the wider school community, promoting inclusion, independence and positive outcomes for all.

This SEND Information Report outlines how Daisyfield Primary School identifies, supports and reviews the needs of pupils with SEND and demonstrates the inclusive approach that is embedded across all aspects of school life.

October 2024 Data Information

Daisyfield currently has 274 children on roll. There are currently 66 children on the SEND register (24%) with a range of needs from universal to specialist.

18 children that have an EHCP (27%) and 48 children receive SEND Support Provision within school (73%).

22 children (33%) have their main category of need as Cognition and Learning, 32 children (48%) have their main category of need as Communication and Interaction, 9 children have their main category of need as SEMH (14%) and 3 children (4%) 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 Primary School, we get to know every child as an individual. We regularly monitor children's learning, progress and wellbeing so that we can identify any additional support they may need as early as possible.

Teachers, teaching assistants and the SENDCo work closely together to discuss any concerns about a child's progress, learning, communication, behaviour, social development or emotional wellbeing. We also value the views of parents and carers and encourage families to talk to us if they have any concerns about their child's development or learning.

To help us identify and understand a child's needs, we use a range of information, including:

- Information shared by nurseries, previous schools and other professionals.
- Regular classroom assessments and teacher observations.
- WellComm assessments.
- Statutory assessments, including the Year 1 Phonics Screening Check and Key Stage 2 SATs.
- NFER assessments and Lancashire Mathematics assessments.
- Feedback from teachers, teaching assistants and support staff.
- Discussions with parents, carers and the child.
- Advice from external professionals where appropriate.

The Graduated Approach cycle (APDR)



How do we decide what support a child needs?

We use a graduated approach called **Assess, Plan, Do, Review (APDR)** to help us understand a child's needs and provide the right support.

Assess

We gather information about the child from a variety of sources, including classroom observations, assessments, progress data and discussions with parents, carers and the child.

Plan

Using this information, we identify the child's strengths and areas of need and agree the support that will help them achieve their outcomes. This may include adjustments in the classroom, additional resources, targeted interventions or specialist support.

Do

The agreed support is put into place and delivered by school staff. Teachers remain responsible for the child's learning and progress, working closely with teaching assistants and the SENDCo to ensure support is effective and linked to classroom learning.

Review

We regularly review the impact of the support provided by looking at the child's progress and discussing outcomes with the child, parents and staff. This helps us decide what is working well and whether any changes are needed to support the child moving forward.

We believe that working in partnership with parents and carers is essential. By sharing information and working together, we can ensure that every child receives the support they need to thrive and achieve their full potential.



Our approach to teaching children with SEND

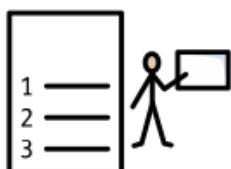
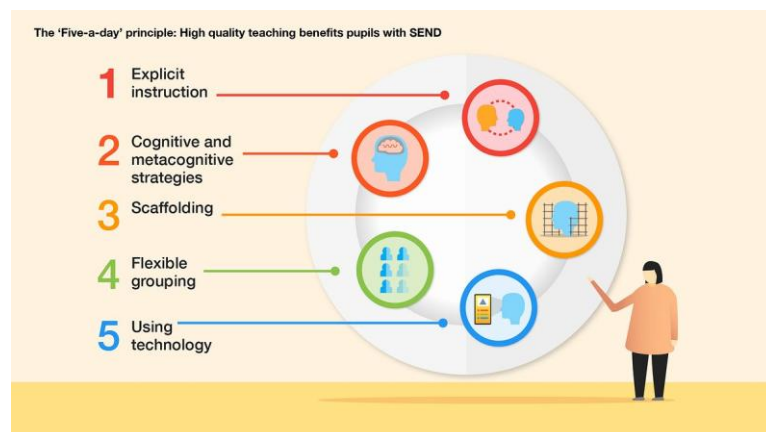
At Daisyfield Primary School, we are an inclusive school where all pupils are valued and supported to achieve their full potential. Wherever possible, children learn alongside their peers within the classroom through flexible and inclusive teaching approaches that promote participation, independence and a sense of belonging.

Teachers are responsible for adapting their high-quality teaching to meet the individual needs of all learners. This may include adapting resources, scaffolding learning, making reasonable adjustments and, where appropriate, planning personalised timetables to support access to the curriculum.

Where additional support is required, pupils may access targeted interventions delivered individually or in small groups. These interventions are carefully planned and reviewed to ensure they have a positive impact on pupils' progress and/or wellbeing. Additional support

may also be provided by teaching assistants or other trained staff under the direction of the class teacher.

The school uses the principles of the Education Endowment Foundation (EEF) Five-a-Day approach to support adaptive teaching and inclusive classroom practice. These evidence-informed strategies are embedded across the curriculum to help ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access learning, participate fully in lessons and make progress.



Curriculum adaptations

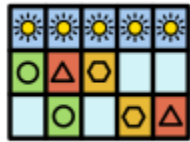
At Daisyfield Primary School, we are committed to ensuring that every child has the opportunity to achieve their full potential. This is achieved through high-quality teaching, an inclusive learning environment and a broad, balanced curriculum that is adapted to meet individual needs.

Support may include:

- Personalised provision, including interventions and adapted resources.
- Flexible grouping arrangements to support learning and progress.
- Adapted teaching approaches and resources to meet individual needs.
- Appropriate access arrangements for assessments and tests.
- Additional adult support where required.
- Individual Learning Plan (ILP) targets that are regularly reviewed and monitored.
- Advice and support from the SENDCo and, where appropriate, external professionals.

We work closely with children, parents and carers to ensure that support is tailored to individual needs and reviewed regularly.

Further information about how we support pupils with Special Educational Needs and Disabilities (SEND) can be found in our **SEND Policy**, which is available on the school website.



Visual timetables



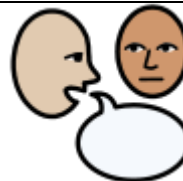
Task boards



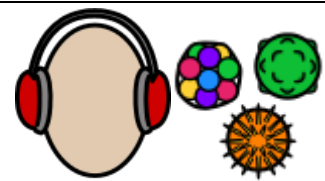
Peer mentoring



Assistive technology



Talk partners



Sensory resources



Active learning strategies



Word banks and use of visuals



Positive behaviour strategies and rewards



Concrete resources and manipulatives



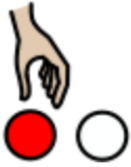
Timers



Modelling and worked examples

We use a range of strategies across our lessons to ensure we 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 about a child's progress or development, appropriate support and interventions will be put in place to meet their individual needs. This support will be carefully planned, monitored and reviewed to ensure it is effective and helps the child make progress towards their agreed outcomes.

Your child may be provided with an Individual Learning Plan (ILP), which outlines their strengths, areas of need, personalised targets and the support that will be provided. ILPs are reviewed regularly in partnership with pupils and parents or carers to ensure that targets remain relevant and supportive of progress.

Where a child's needs are more complex, the SENDCo will work closely with class teachers, parents or carers and, where appropriate, external professionals to identify and implement the most effective provision. Support may include:

- Additional support from a Teaching Assistant.
- Targeted intervention programmes delivered individually or in small groups.
- Advice and assessment from specialist services, such as an Educational Psychologist.
- Specialist resources, software or equipment to support learning and access to the curriculum.
- Alternative recording methods, including the use of laptops, tablets or other assistive technology where appropriate.

Where, despite appropriate support and interventions, a child continues to experience significant difficulties and may require provision beyond that which is ordinarily available within the school's resources, the school may, in partnership with parents or carers, request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. Information about this process can be found through the Local Authority's Local Offer.

Parents and carers will be involved throughout every stage of the process. We value working in partnership with families and are committed to sharing information, listening to views and ensuring that decisions are made collaboratively to support the best possible outcomes for each child.



Inclusion base

At Daisyfield Primary School, we have a dedicated inclusion space called **Meadow**, designed to support children with additional needs to access learning in a calm, nurturing and low-stimulus environment. Meadow forms part of our commitment to providing an inclusive education and ensuring that all pupils can participate fully in school life.

Access to Meadow is based on individual needs and may be provided for a short period of time or as part of a longer-term, ongoing package of support. Decisions about provision are made in partnership with parents and carers, school staff and, where appropriate, external professionals.

	The support provided is regularly reviewed to ensure it continues to meet the needs of the child and promotes positive outcomes. Our aim is for Meadow to provide the right level of support at the right time, enabling pupils to engage successfully in learning, build positive relationships and participate as fully as possible in all aspects of school life.
 Progress	Monitoring the progress of all pupils is an integral part of teaching, learning and leadership at Daisyfield Primary School. We regularly review the progress, attainment and wellbeing of all children to ensure that support remains effective and responsive to individual needs. We work in partnership with pupils, parents and carers, staff, governors and, where appropriate, external professionals to evaluate the impact of provision and identify any adjustments that may be required. Pupil progress is reviewed and tracked termly using the school's assessment systems. This information is analysed by class teachers, the SENDCo, senior leaders and governors to ensure that pupils are making progress and that resources and support are being used effectively. Provision is reviewed regularly and adapted in response to pupils' changing needs and outcomes. Our monitoring arrangements include: • Ongoing assessment and tracking of pupil progress. • Termly reviews of Individual Learning Plans (ILPs). • Annual Reviews for pupils with an Education, Health and Care (EHC) Plan. • Classroom observations and follow-up discussions where appropriate. • Meetings with parents and carers to discuss progress, provision and next steps. • Review of interventions to evaluate their effectiveness and impact on outcomes. We value the importance of strong home-school communication and operate an open-door policy. Parents and carers are encouraged to discuss any concerns or questions with their child's class teacher, the SENDCo or a member of the senior leadership team, either in person, by telephone or through arranged meetings. Children receiving SEND support are involved in reviewing their progress and contributing to targets appropriate to their age and stage of development. Individual Learning Plan (ILP) targets are reviewed regularly with pupils and families to celebrate achievements and identify next steps.



Evaluating Provision

At Daisyfield Primary School, evaluating the effectiveness of SEND provision is an essential part of the graduated approach of Assess, Plan, Do, Review. We are committed to ensuring that support is responsive to pupils' individual needs and has a positive impact on their progress, wellbeing and outcomes. Provision for pupils with SEND is reviewed regularly, typically every 10 to 12 weeks, and adjustments are made where necessary to ensure that support remains effective and appropriate.

The impact of SEND provision is evaluated through a range of monitoring and review processes, including:

- Reviewing pupil progress and outcomes during Senior Leadership Team (SLT) meetings and identifying next steps.
- Sharing effective practice, current research and statutory guidance through staff meetings and professional development opportunities.
- Reviewing pupils' progress towards their Individual Learning Plan (ILP) targets at regular intervals and, as a minimum, each term.
- Establishing starting points (baselines) before interventions begin and evaluating the impact of interventions through ongoing assessment and review.
- Monitoring provision, progress and outcomes by the SENDCo.
- Using the school's assessment and tracking systems to monitor progress, review targets and identify any additional support required.
- Holding regular review meetings for pupils receiving SEND Support, specialist provision or targeted interventions.
- Working in partnership with parents, carers, pupils and, where appropriate, external professionals to review progress and plan future support.
- Conducting Annual Reviews for pupils with an Education, Health and Care (EHC) Plan in accordance with statutory requirements.



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 Primary School, we are committed to ensuring that staff have the knowledge, skills and confidence to support every child effectively. We recognise the importance of ongoing professional development and aim to provide staff with access to high-quality training and guidance so that they can meet the diverse needs of our pupils.

When new members of staff join the school, they take part in an induction process which includes information about our SEND procedures, inclusive practice and the individual needs of the children they will be working with.

Staff receive regular training and support throughout the year. The Senior Leadership Team and SENDCo continually review the needs of pupils across the school and identify areas where additional staff training may be beneficial. This helps to ensure that staff are equipped with the latest strategies and approaches to support pupils with a range of needs.

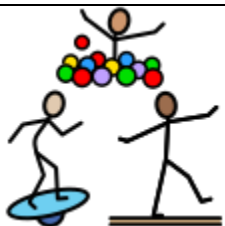
Where specialist support is required, we work closely with external professionals such as:

- Speech and Language Therapists (SALT)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- School Nurses
- Specialist Teachers
- Other health, education and social care professionals

If we feel that involvement from an external service would benefit your child, we will always discuss this with you and seek your views and consent as part of the decision-making process.

Many members of staff have completed specialist training in a range of areas relating to SEND and inclusion. Following training courses, staff share their learning and resources with colleagues through staff meetings and professional development sessions, helping to develop expertise across the whole school.

This commitment to professional development helps us ensure that all children receive the support they need to thrive, achieve positive outcomes and participate fully in school life.



Sensory circuits



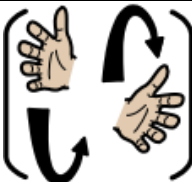
Lego Therapy



Early Child Development



Attention for Learning

			
Autistic Spectrum Disorder	Hearing or Visual Impairment	Phonics Support	Team Teach
			
Specific Learning Difficulties	Epilepsy	Emotional Literacy (ELSA)	Speech and Language
			
De escalation	Makaton	Reading Support	Sensory needs



Your child's wellbeing

At Daisyfield Primary School, your child's wellbeing is at the heart of everything we do. We are committed to creating a safe, caring and supportive environment where children feel happy, valued and ready to learn. Our open-door approach encourages positive communication between home and school, enabling us to work together quickly and effectively if any concerns arise.

We understand that children may sometimes need additional emotional or pastoral support. To help meet these needs, we offer a range of wellbeing and pastoral support within school. This includes access to a trained **Emotional Literacy Support Assistant (ELSA)** who provides one-to-one and small group support to help children develop emotional awareness, confidence, resilience and positive relationships.

The emotional wellbeing of every child is extremely important to us. Our staff are always available to listen, offer support and work in partnership with families to help children thrive. If you have any concerns about your child's wellbeing, learning or development, we encourage you to speak to your child's class teacher, the SENDCo or the Headteacher.

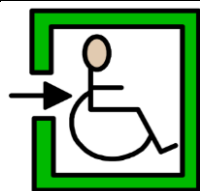
Policies and Further Information

A range of school policies supports our commitment to safeguarding, inclusion and pupil wellbeing. These include:

- Safeguarding and Child Protection Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy

	• Medical Conditions Policy • SEND Policy Copies of these policies are available on the school website. If you would like a paper copy or require any further information, please contact the school office.
 Transition Support	Nursery to Reception We recognise that starting school is an important milestone for children and their families. To ensure a positive and successful transition, induction meetings are held for children starting Nursery or Reception, as well as for pupils joining the school at other times during the year. Where appropriate, the school will liaise with families, early years settings and other professionals to gather information about a child's strengths, interests and any additional needs before they start school. Children are offered opportunities to visit the school, become familiar with the learning environment and meet staff and their peers. This helps to promote confidence and support a smooth transition into school life. When children begin Nursery or Reception, arrangements are made to support them in settling successfully into their new environment. Transition arrangements may be tailored to meet individual needs where appropriate. End of Year Transition At the end of each academic year, staff work together to ensure a smooth transition between classes. Class teachers meet to share information about pupils' progress, attainment, support arrangements and individual needs. Relevant assessment information is shared to ensure continuity of provision. Additional transition support may be provided for pupils who would benefit from extra preparation for the move to a new class. This may include additional visits, social stories, visual supports, meetings with new staff members or other personalised transition activities. Transition to Secondary School We work closely with the secondary schools to which our pupils transfer to ensure that transition arrangements are carefully planned and supported. Pupils are given opportunities to visit their new school and take part in transition activities. For pupils with SEND, additional transition arrangements may be put in place where required. The SENDCo liaises with receiving schools, parents and carers, and other relevant professionals to ensure that information about a pupil's strengths, needs, support strategies and provision is shared appropriately. Transition review meetings may be held to support effective planning and continuity of provision. Additional

	visits and personalised transition activities may also be arranged to help pupils feel confident and prepared for the move to secondary education. Mid-Year Admissions When a pupil joins Daisyfield Primary School during the academic year, we work closely with parents, carers, previous settings and any involved professionals to gather information about the child's needs and existing support arrangements. Where a pupil has identified Special Educational Needs and Disabilities (SEND), the SENDCo will meet with the family and relevant staff to ensure that appropriate provision is put in place as quickly as possible. This enables the school to provide effective support from the outset and helps pupils settle successfully into their new school environment.
 Outside Agencies	At Daisyfield, we work closely with a range of specialist services and professionals. These services can provide advice, assessments, strategies and direct support where appropriate. Depending on your child's needs, support may be available from: • Physiotherapy Services • Occupational Therapy Services • Speech and Language Therapy (SALT) • Specialist Teachers and Advisory Teachers within the SEND Support Service • Educational Psychology Service • Local Authority SEND Team • School Nursing Service • Children's Social Care • Child and Adolescent Mental Health Services (CAMHS) • SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), which provides impartial information, advice and support for parents, carers, children and young people aged 0 to 25 We recognise the importance of working in partnership with parents and carers. If we feel that support from an external professional or service would benefit your child, we will discuss this with you first and seek your agreement before making any referrals, unless there are safeguarding reasons that require a different approach. Once advice or assessment information has been received, we will arrange a meeting with you to discuss the recommendations, answer any questions and agree any next steps. We will work together to ensure that any support or provision is clearly understood and appropriately implemented to help your child achieve the best possible outcomes.



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

Educational visits, residential trips, extracurricular activities and clubs are available to all pupils wherever possible. Where a pupil requires additional support to access an activity or school visit, appropriate arrangements will be made to enable their participation. Individual risk assessments may be undertaken where necessary, and reasonable adjustments will be considered to ensure that pupils can participate safely and successfully. We work closely with parents and carers to understand and meet any specific medical, dietary, sensory, communication or mobility needs.

The school employs support staff who are available to assist pupils during lessons, breaktimes and lunchtimes where required. A range of lunchtime and after-school clubs is available throughout the year, providing opportunities for pupils to develop new skills, interests and friendships. Information about these activities is shared regularly through the school newsletter and website.

We are committed to ensuring that disabled pupils are not treated less favourably than their peers and that barriers to participation are identified and removed wherever possible. Further information about how the school improves access to the curriculum, the physical environment and information for pupils with disabilities can be found in the school's **Accessibility Policy**, which is available on the school website.



Complaint Procedure

If you have any questions or concerns about your child's progress, wellbeing or the support they are receiving, your first point of contact should be your child's class teacher.

If you have concerns relating to SEND provision, please contact the SENDCo or Headteacher. We value working in partnership with parents and carers and will always seek to address concerns through discussion and collaborative problem-solving wherever possible.

Should you wish to make a formal complaint, the school's Complaints Procedure is available on the school website and outlines the steps that can be taken to raise and resolve concerns.

Our designated SEND Governor, **Mrs F. Sidat**, works alongside school leaders and is responsible for reviewing practice and supporting the SENDCo.



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: [Special educational needs and disabilities \(SEND\) | Blackburn with Darwen Borough Council](#)

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 Farzana Sidat