

SEN Information Report

The intention of Trafford's local offer is to improve choice and transparency for families. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.



Together We Make a Difference

1. What kinds of special educational needs does the school provide for ?

Delamere School is a community maintained specialist primary school. We have 110 places including nursery provision for children with the full range of Special Educational Needs and Disability. All our children have a degree of learning difficulty or delay which could range from mild to severe, and many have additional complex needs or diagnoses such as Autism, Downs Syndrome, communication disorder, sensory impairments or developmental delay.

Our school motto is "Together we Make a Difference".

We are aspirational for all our children; teaching and learning strategies are personalised to meet individual need, ability & personality!

Small class groups are arranged into departments;

- Early Years
- Structured Learners
- Experiential Learners
- Independent Learners

2. How does the school know if children/ young people need extra help ? What should I do if I feel my child requires further support?

All the children at Delamere have complex needs which require an Education, Health & Care Plan. Many children arrive at Delamere on an assessment place.

A highly specialist multi-agency team provide in-depth reports of a child's holistic needs which culminate in an Education, Health & Care Plan which is co-produced with parents.

Provision at Delamere is closely matched to make progress towards the outcomes outlined in each child's plan. Provision within each class is tailored to the needs of that specific group and can be altered as appropriate when things change.

Children receive a range of 1-1 and small group support dependent on where their strengths lie and where they may have areas to develop. For instance, a child may require 1-1 support at lunchtime, but thrive within a small group setting for learning.

If any parent feels their child requires further support, we are always happy to discuss and agree a way forward together. The Annual Review would be a helpful forum to have this kind of conversation, where we actively seek parental views on their child's progress.

3. How will both you and I know how my child/young person is doing?

- Children's academic, physical, personal, social & emotional progress is closely and individually monitored. Delamere has rigorous and systematic processes of monitoring progress for all pupils from their individual starting point which includes termly target setting.
- Parents & carers receive progress information through Annual Review Progress Reports, End of Year

reports, via Parents Evenings, and regular home / school communication.

- Personalised Learning Targets (PLTs) are reviewed with parents on a termly basis. New targets are set collaboratively.
- Delamere uses online Learning Journey software in Early Years that is accessible to parents from home so that they can view what their child has been doing each week.
- Parents & carers are given opportunities to meet with a range of professionals working with their child such as speech therapists, or the school nurse.
- Parents are kept up-to-date about what is happening in school through the school website and a strong social media presence.
- Parentmail is used to send personalised information to parents and all our class teachers have regular email and telephone contact with the families in their class group.

4. How will the curriculum be matched to my child/young person's needs?

Every child is supported through:

- A differentiated and personalised curriculum closely matched to each child's starting point and designed to challenge them to reach their next steps.
- For younger children or those at an earlier stage of development we focus on the priority areas of communication, physical development and personal / social skills within a motivational child centred curriculum.
- Older children or those at a later stage of development are taught a broad range of subjects that develop both their skills & knowledge within a small group supportive context that they can access.
- Personalised Learning Targets are used to identify barriers to learning and focus support around making progress in these areas.
- Each child is placed within the department that suits their learning style. For example, children with a diagnosis of autism are often placed within the Structured Learners department, where the visual communication methods, and consistent routines support & encourage development.

5. How will school staff support my child/young person?

Every child is supported through:

- A high staff to pupil ratio of qualified specialist staff who are experienced in teaching children with SEND. We invest heavily in staff training to ensure that we stay at the forefront of best practice guidance.
- Teachers employ personalised and effective teaching strategies relevant to the changing needs of our pupils.
- Provision is tailored to wrap around a child in a holistic way. Our aim is to get to know the child first and then provide whatever they need in order to reach their full potential.
- Parents & carers are an essential partner for our work with children. The knowledge & expertise a parent has with their child will inform our strategies at the earliest stage.

We are a Centre of Excellence for Inclusion Quality Mark and a National Autistic Society Accredited School. We are committed to continuous development and maintaining the highest of standards for our children.

6. How is the decision made about what type and how much support my child/young person will receive?

Provision at Delamere is tailored to the individual. The amount and type of support a child needs is decided through collaboration between parents, school and partner agencies. Support programmes are regularly reviewed to ensure they remain relevant and successful.

Support may include;

- Alternative communication strategies & speech therapy programmes
- Emotional wellbeing interventions with our trained Emotional Literacy Support Assistant
- Physical therapy programmes

- Sensory Integration programmes designed by our trained sensory specialist assistant
- 1-1 literacy or numeracy booster sessions
- Specialist communication sessions for bi-lingual children
- Speak Out Stay Safe NSPCC programme
- Mainstream inclusion programmes
- Arts Award development sessions
- Scrummy Crew Intervention (eating difficulties)
- Music Therapy
- Delamere splash sessions in the school pool
- Rebound Therapy
- Lego Therapy
- Gifted & Talented Sports Intervention

and more.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

At Delamere, children are enabled to access an exciting range of specialist opportunities for learning including;

- Delamere Splash sessions
- Mobile Farm
- Forest School
- Royal Northern Ballet School project
- Pet therapy
- Play therapy
- Access to sensory & softplay rooms

Children visit venues off-site to enable practical learning in different environments and provide an opportunity for them to generalise their skills and knowledge;

- Whitworth Art Gallery & other cultural venues
- Science and Industry Museum
- Woodsend & other local libraries
- Trafford Centre & local area shops & cafes
- Local farm (Towngate)
- Dunham Massey & other local outdoor spaces
- Inclusive dance, swimming & multi-sports events & competitions
- Chill Factor & other local adventurous activities

8. What support will there be for my child/young person's overall wellbeing?

Ofsted Inspection report June 2017:

"The school's work to promote pupils' personal development and welfare is outstanding. Personal development is central to the school's approach"

Inclusion Quality Mark report June 2018:

"The school has demonstrated its commitment to the Inclusion agenda over a number of years. Staff expertise is high and, in my opinion, fully meets the challenging criteria of an Inclusion Quality Mark Centre of Excellence School."

NAS Accreditation Report February 2020:

"It is with great pleasure that I can inform you that the Autism Accreditation Award Committee have awarded Delamere School an Advanced Award according to our expectations for a specialist educational provision. Advanced awards are only given to provisions who offer excellent personal centred support showing a high level of consistency and quality reflecting a robust specialist understanding of best

practice in the field of autism.”

9. What specialist services and expertise are available at or accessed by the school?

Our highly specialist multi-agency team includes;

- Speech therapists
- Occupational therapists
- Emotional Literacy Support Assistant
- Sensory Specialist Support Assistant
- Physiotherapists
- Onsite school nurse / onsite paediatrician clinics & other health related clinics such as continence
- Family Liaison Officer
- Specialist teachers & teaching assistants
- Autism specialist provision including Delamere TASC Pathway to diagnosis & sensory profiling
- Forest School practitioners
- Communication specialists including in-house Signalong trainers
- Arts Award Specialist
- Attachment Aware Behaviour Support specialists / in-house Team Teach trainers
- Moving & Handling specialists / in-house trainers
- Play therapist

10. What training have the staff supporting children/young people with SEND had?

All school staff receive continuous professional development to ensure high standards are maintained and kept up-to-date with the changing needs of our children.

Delamere is at the forefront of developments in good practice.

Inservice calendars detail the range of specialist training available to staff including;

- Autism Awareness
- Signalong
- Visual approaches to support reading
- PODD
- TEACCH
- Sensory Integration
- Complex feeds training
- Epilepsy Awareness

and much more.

We are also a training hub for the local area and beyond offering SEND Reviews, Inclusion Quality Mark assessments, an Autism Support Network and more.

Delamere School achieved Investors in People GOLD status in December 2019.

11. How accessible is the school environment?

Delamere has both Inclusion, Accessibility and Equality policies available to view on the school website.

Every child is supported through:

- Total Communication approach.
- Appropriate provision within distinct departments.
- Strong personalised learning ethos.
- Specialist multi-agency teams.
- Close home / school collaboration.
- A belief that every child can achieve.

Delamere achieved the Rights Respecting Schools Silver Award in October 2020.

The rights of the child underpin all our work.

12. How are parents and young people themselves involved in the school?

- At Delamere School communication with parents and carers is extremely important to us. We offer

an open door policy and encourage parents to contact us on an ongoing basis either by telephone, email or through a face to face meeting. Members of staff from class are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time.

- A class based half-termly newsletter is sent home to parents, providing important information about learning, event reminders and suggestions for how parents can support their child at home.
- Regular reviews of progress are provided including Personalised Learning Targets, Holistic Achievement Records and End of Year reports.
- Early Years parents can view electronic records of children's learning journeys.
- Children's progress and achievements are celebrated at Parents Evenings in the Autumn and Spring terms, when parents are encouraged to share information about home learning.
- Parents are also given an individual appointment during the Summer Term to come and spend time in the classroom.
- School has a useful website which provides access to a range of school information including policies and specialist services.
- Parents are invited to share in the special occasions for their children, including Celebration Assemblies, Rebound competitions, and Nativity plays.
- Regular surveys are designed to gather parent views. Most recent survey information is available on the school website.
- Children are encouraged to express themselves in a range of alternative communication methods, and supported to make independent choices.
- The School Council & Parent Council provide further avenues for pupil / parent voice to be heard.
- Our Family Liaison Officer runs a range of courses such as Getting Started at Delamere for new parents, Transition to High School for Year 5 parents and After Diagnosis courses for parents when their child has just received a new diagnosis. All these courses offer a safe space where parents can share any concerns and gain support from school.
- The Rights Respecting School framework that Delamere belongs to highlights the rights of the child to express their thoughts and feelings and to be listened to. We are committed to finding every child's voice whether through speech or an alternative communication system and ensuring they are heard at key points in their lives. Through the School Council and Rights Respecting Squad, we also ensure that pupil voice contributes to ongoing school development.

13. Who can I contact for further information?

- Parents & carers are welcome to contact school to speak to;
 - Julie Shelmerdine (School Business Manager)
 - Barbara Telford (Deputy Head)
 - Sally Burston (Headteacher)

in relation to any support or advice they may need, or to arrange a visit to school.

- We also have a Family Liaison Officer (Liz Johnson) who would be happy to share information about the school and can signpost to other organisations for support as appropriate..

14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

- Delamere has a detailed transition policy which is available on the school website.
- Transition to high school can seem daunting for both our pupils and their families. At Delamere, we work closely with our link secondary schools to share information and plan individualised transitions for our pupils. In 2019-2020 Delamere was part of a Transition research project led by Trafford Educational Psychology Team which looked at elements of best practice during transition to high school.
- Parents' views play an important part of the transition process and by working together, we aim for the children to confidently and successfully move on with the next stage of their education.
- Our family Liaison Officer runs a Transition to High School parents course in Year 5 which covers all aspects of the process including reviewing a child's EHC Plan, available secondary placement options, how to support your child to get ready and more.
- Similarly we work hard to ensure that every child's first experience at Delamere starts them off on a pathway to success. Every family is offered a home visit prior to their child starting at school where pertinent information is gathered from the people who know their child best.

15. What other support is available?

Every child is supported through:

- Partner working. We liaise closely with our partners in Health and Children's services to deliver a team around the child approach.
- The school works very closely with children's families to ensure that any necessary additional support is accessed and; the close relationship between our school nurse and parents is vital in accessing the services of from health professionals, such as CAMHS.
- Our Family Liaison Officer offers bespoke support as & when requested. She is able to signpost families to appropriate agencies, including social care, as well as helping with transport forms, Disability Living Allowance applications (DLA) and attending Annual Reviews if requested.
- We have worked hard to create a website with a wealth of information around organisations and services linked to supporting children with additional needs.
- Delamere offers an Outreach & Training Package where professionals & parents can access relevant training to assist them in supporting children with additional needs e.g. Foundation Level Signalong Training courses.

16. Complaints about SEND provision at Delamere

- The vast majority of concerns and complaints can be resolved informally, often straight away by the classroom staff.
- Delamere School aims to ensure that parents feel able to raise concerns with staff without undue formality, either via email, telephone or in person. There may be occasions when it is helpful for someone to accompany or act on behalf of a parent.
- A preliminary discussion with school staff will usually clarify the issue and help parents to decide whether they wish to take the matter further.
- The resolution of a complaint can be an opportunity for the school to improve its practice and develop stronger partnerships with parents.
- It is acknowledged that most complaints are 'genuinely felt' by the complainant.
- Confidentiality is important in securing the confidence of all concerned. However the parties to a complaint need to be aware that some information may have to be shared in order to carry out a thorough investigation. Parents need to feel confident that a complaint will not disadvantage their child.
- Procedures should be as speedy as possible, consistent with fairness to all.

Our Complaints Policy is available on the school website at; <https://www.delamere.trafford.sch.uk/policies/55.html>
Or a paper copy is available on request at the school office.