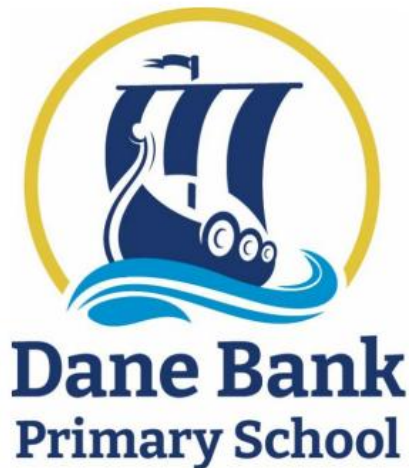




Special Educational Needs and Disabilities (SEND) INFORMATION REPORT

Approved by:	Joanne Lennon & Charlotte Collins	Date: 09.2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

The SEND Information Report is intended to sit alongside Dane Bank's SEND Policy.

Introduction

Introduction Dane Bank Primary School is a mainstream school that is committed to the inclusion of all pupils. We recognise and support the needs of our children and ensure early intervention and support is in place for those with Special Educational Needs and Disabilities (SEND).

In September 2023, we opened a specialist Resource Provision classroom. Our Resource Provision (known in school as "The Hive") is a 10-place provision with a primary need focus of ASC and SLCN. Admission is managed in close consultation with Tameside Special Educational Needs and Disabilities (SEND) EHCP team.

Our statement of purpose is 'Dream it. Believe it. Achieve it. Together, it is possible...'

The achievement refers to attainment in academic, physical, social and emotional development, including children's well-being.

Our school aims to:

- ✓ Provide a learning environment that is a safe, secure and accessible to support all of our children to succeed.
- ✓ Provide quality first teaching to match the needs of all of our learners.
- ✓ Include and value the contribution of all families to our understanding of equality and diversity.
- ✓ Make inclusion a thread that runs through all of the activities that run through the school.

Key Contacts

- Joanne Lennon - Headteacher: joanne.lennon@danebank.tameside.sch.uk
- Charlotte Collins – SENDCo: sendco@danebank.tameside.sch.uk
- Helen Clarke – helen.clarke@danebank.tameside.sch.uk
- Keith Wilde –SEND Link Governor

SEND Admissions

At the CLIC Trust all of our schools follow their own local authority's admission procedures for primary school places. Therefore, Tameside Council manages our admissions.

For school admissions, parents/carers should apply through the local authority they live.

Tameside Council School Admissions Team are contactable on 0161 342 4004 or apply online [here](#).

Stockport Council School Admissions Team are contactable on 0161 217 6022 or apply online [here](#).

Manchester Council School Admissions Team are contactable on 0161 245 7166 or apply online [here](#).

Where children have Education Health Care Plans (EHCPs), admissions are made via the Special Educational Needs EHCP Team.

Tameside SEN Team can be contacted on 0161 342 4433 or via email to senat@tameside.gov.uk.
Stockport SEN Team can be contacted on 0161 474 2525 or via email to specialeducation@stockport.gov.uk.

Manchester SEN Team can be contacted on 0161 245 7439 or via email to sen@manchester.gov.uk.

For further information on the admission of pupils with a disability, please read the school's [accessibility plan](#). If you would like to discuss your child's SEND in more detail, please contact the school to arrange an appointment with the SENDCo.

We provide both full time and part time Nursery places for children aged 3 from 1st September to the 31st of August of the previous school year. Children cannot be admitted to our Nursery until aged 3. Parents and carers should contact the school office if they wish to place their child's name on our Nursery waiting list.

SEND at Dane Bank

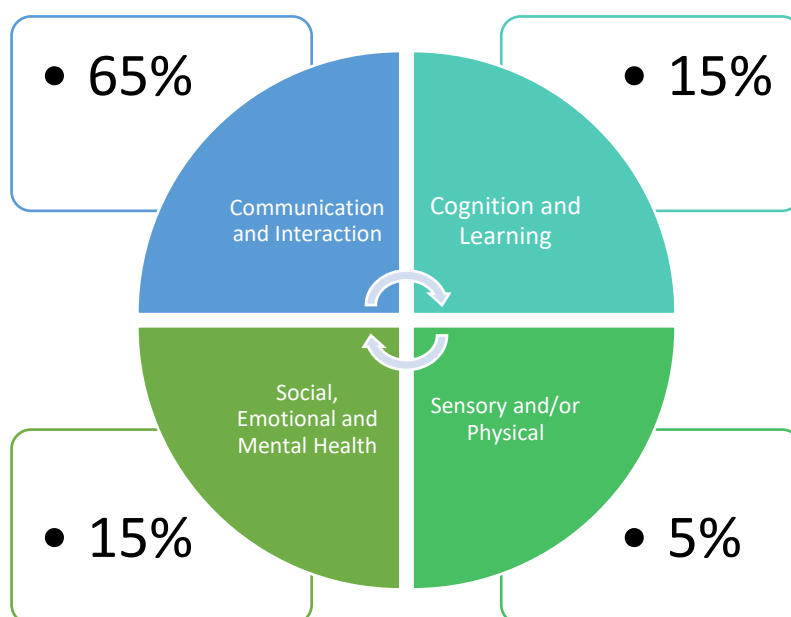
SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made that is different from and/or additional to that normally available to other pupils their age.

The SEND Code of Practice (2015) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The Code of Practice categorises children's additional needs in four 'Broad Areas of Need.'

At Dane Bank Primary School, we have children with a range of SEND needs relating to these areas. As of September 2026, we have 64 pupils on our SEND register, 57 of those are registered as SEND support and 17 having EHCPs. We have children with a range of SEND needs relating to the areas below. In September 2026 the percentages of needs were:



Some of the children in the chart above have difficulties in more than one area. Their primary category has been decided, based on their main need or the difficulties which present the most significant barrier to their progress and learning.

These figures are reviewed in this report annually.

Identifying of SEND.

We have a graduated approach to SEND and believe early identification of need is important. Staff monitor children's progress through ongoing assessment and tracking to ensure we can identify any needs as early as possible. If a child experiences difficulties and is not making progress, then this is raised as a concern with the SENDCo and/or other members of the Senior Leadership Team (SLT). Every child's progress is monitored by their class teacher on a regular basis. This can be in the form of:

- Observations
- Discussions
- Questioning
- Formal assessments
- Individualised programmes
- National tests

This monitoring ensures children are making progress towards specified outcomes for the strategy, intervention or programme being used to support them. When strategies and appropriate interventions are implemented, parents will be informed and information shared about expected outcomes. Sometimes parents and the child will have a discussion with the class teacher and/or the SENDCo. As part of this discussion some next steps may be agreed together. We will also consider parental concerns. Children with social, emotional and mental health needs may be identified through Safeguarding processes. At Dane Bank Primary School, there are regular vulnerable children's meetings where children with these needs may be discussed.

At Dane Bank Primary School, we understand that some children will need extra support to thrive. There are 3 waves of support that form part of our graduated response to the needs of our children. This graduated response forms part of the school's identification of children's SEND needs.



Universal Provision

Universal provision or 'ordinarily available provision' (OAP) underpins the practice of all staff at Dane Bank. It includes, high quality, inclusive practice for all learners. This includes strategies, resources and adaptations to the curriculum and environment to remove barriers to learning for all pupils. Reasonable adjustments are made for individual needs to prevent disadvantage to those children.

Targeted Support

This is for children who may be showing some difficulties with their learning. The SENDCo will support staff in implementing specific, additional and time-limited interventions to help accelerate their progress to enable children to work at, or above, age-related expectations. Children at this stage may or may not be on the SEND register.

Specialist Support

Specialist Support is a specific provision for a small number of children, where it is necessary to provide highly tailored intervention to accelerate progress or enable them to reach their potential. This may include one-to-one, small group or specialist interventions. Children who require this level of support will be on the SEN register. Within this small group of children, a minority may need more support than is available through special educational needs support and may have an Education Health Care Plan (EHCP).

These children highly specific and individualised support that is statutory.

National Data in comparison to Dane Bank (September 2026)

	Dane Bank	National Average	Difference
SEND Pupils	27.4%	19.5%	↑7.9%
SEND Support	20.1%	15.4%	↑4.7%
Pupils with EHCP	7.3%	4.1%	↑3.2%

The Hive Resource Provision

Our school hosts a resource provision with 10 dedicated places for children with communication and interaction needs with an Educational, Health and Care Plan (EHCP). These places are not allocated directly by the school but are managed by the Local Authority through their placement processes. This means that applying for a place at the school does not automatically grant access to the provision.

Universal Offer

Our universal provision offer ensures that all children have access to high-quality teaching and learning experiences, supported by the ordinarily available provision in every classroom. This includes a broad, balanced, and inclusive curriculum delivered through effective adaptive teaching strategies, and a focus on developing the whole child. Teachers use a range of approaches to meet different learning needs, including; the use of the EEF 5-a-day principles, practical resources, and opportunities for collaborative learning. Alongside academic support, we prioritise pupils' wellbeing through positive relationships, clear routines and pastoral support.

There are many different strategies and interventions used at Dane Bank to support children's SEND needs. Please find below a brief overview for each of the 4 broad areas of needs. Interventions are monitored and evaluated at regular intervals to ensure that they are effective. If the pupils are not making progress, then advice is sought to discuss next steps.

Responding to National SEND Reforms

We acknowledge the national SEND form agenda and we are committed to responding proactively to on-going developments and national reforms. We continue to review and develop our inclusive practice, strengthen early identification and intervention and ensure that provision for pupils with SEND is aligned with emerging national expectations while meeting the needs of our school community.

Communication and Interaction		
Universal	Targeted	Specialist
- Adapted Curriculum planning - Word Aware Strategies - Modelled speech/language - Modelled Interaction - Targeted questioning - Talking partners - Group work - Class visual aids and prompts - Visual timetables - Key words/word banks - Drama and Sequencing activities - Additional processing time - Simplified Language - Sentence Stems - Opportunities for individual, pair, group or whole class working - WELLCOMM Screening - Regular communication through informal and formal meetings e.g. parent's evening	- Speech and Language Intervention - Blank Level Questions - Colourful Semantics - Mind Mapping Support - Social Skills Groups: 'Talking About' - WELLCOMM intervention - Early Talk Boost - Attention Bucket	- The Hive; a provision for pupils with an EHCP with ASC and/or Speech and Language as primary need. - Speech and Language Assessment - Individual Speech and Language Programme - Individualised timetables

Cognition and Learning		
Universal • Adaptive teaching curriculum planning • Modelling of skills • High expectations of all pupils • Success criteria and child led/choice of challenge approach • Little Wandle Phonics scheme • 1:1 and group reading • Guided writing • Scaffolds • Word mats • ICT to support learning • Writing frames • A range of physical resources to support maths concepts, such as Numicon, dienes, shapes, 100 squares etc. • Learning displays • Challenge tasks • Support from Teaching Assistants • All children's progress and attainment is assessed and tracked throughout the year • Opportunities for individual, pair, group or whole class working • Regular communication through informal and formal meetings e.g. parent's evening	Targeted • Reading 1:1 and group interventions • Spelling intervention groups • Year 2 Reading Boosters • Year 2 Maths Boosters • Year 6 Reading Boosters • Year 6 Maths Boosters • Little Wandle Catch Up • Task boards to break down tasks into manageable chunks and support independence. • Precision Teaching • Pre-teaching of vocabulary • Reading Plus • Ready Let's Read • Maths Meetings • Ark Maths Intervention • 1st Class@Number	Specialist • Intense (1:1 or small group work) support in core and foundation subjects • Bspoke/Personalised learning • Support from Tameside Educational Psychology Services (EP)

Social, Emotional and Mental Health Needs.		
Universal • Adaptive Teaching curriculum planning	Targeted • Individual nurture plans	Specialist • Individual social stories to teach specific social skills

• Whole school behaviour policy • School & class charters • PSHE planned lessons using the Jigsaw scheme • Whole school assemblies • Talking partners • Class visual timetable • Calm spaces in classrooms/school • Timers & stress relievers • Emotion/social resources • Praise and high expectations • Praise postcards • Star of the Week • School council • Fidget toys/resources • Wobble cushions • Class Dojo • Zones of Regulation	• Individual reward system & behaviour logs • Additional support at playtime and/or lunchtimes • Peer mentoring or buddy systems • Transition support • Pastoral Support/Wellbeing support • Provide adult support to structure any group or paired work • THRIVE pastoral support • Worry Wizard • Turn Taking Games	• Positive Approaches, Behaviour and Nurture Support • CAMHS Support • Tameside Educational Psychology Support • Health Visiting Team/School Nursing Team • Personalised timetable, in negotiation with young person and parents
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Sensory and/or Physical Needs		
Universal • Adaptive Teaching curriculum planning • Accessible for all school building • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • Classrooms have age appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used –	Targeted • Use of specialist equipment • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Adapted cutlery • Fidget kits • Wobble cushions • Ear Defenders • Balance boards • Spinning chairs • Fine motor programmes Fizzy Fine Motor and Motor Skills United Programme • Sensory Room Activities and Sensory Circuits	Specialist • Health Care Plans • Individual workstation • Personalised social stories • Targeted work from Occupational Therapy • Targeted work from Physiotherapy • School Nurse Team • Individual support with self-care where appropriate

adjustments made for pupils who needs a specific seat • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning • Outdoor learning opportunities		
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Assessment for Children with SEND

We monitor and track the progress and attainment of all pupils at Dane Bank. We use a programme called Insight to record pupil's progress in relation to the objectives for the year group they are in. This data and assessment enable us to identify any additional needs and to celebrate achievement. For any children staff have concerns about we then follow the graduated approach of assess, plan, do, review, where children receive additional support as outlined in the provisions above.

For children working outside their Key Stage level, but who are engaged in subject specific study, staff use the Pre-Key Stage Standard for their assessment judgments.

When children are working below the Key Stage Standards and the National Curriculum, we use the engagement model. This is an assessment tool to help schools support children by assessing 7 areas of their engagement at school. These areas are the 7 aspects of engagement (responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation).

Assessment feeds into pupil support plans and pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their support plan each term
- Reviewing the impact of interventions after an arranged number of weeks (this can change based on the intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Collaboration with Pupils and Parent/Carers

At Dane Bank, we believe that parents and carers know their children best. Should staff have any concerns about a child, we endeavor to have an early discussion with the pupil and their parents, identifying whether they need special educational provision. These conversations will make sure that everyone develops a good understanding of the pupil's areas of strength and difficulty, and staff take into account the parent's concerns. We want to make sure that everyone understands the agreed outcomes sought for the child and that everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents of children on the SEND register will be invited in for three review meetings during the year, including the annual review of Education, Health and Care Plans.

Transitions

Children who join in the Nursery are welcomed into our school community with a home visit by a member of the EYFS team. We understand that no two children are the same and are led by the child's needs as we increase their time over the school day if a phased approach is needed.

Transition from Nursery into Reception and then into successive year groups is supported by meetings, meet the teacher time and moving up sessions into their new class.

New children in Years 1-6 will be invited in for an admissions meeting at school prior to starting. We will then plan a child's transition to us with information from parents and all professionals already involved, to support a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, we will liaise with staff from the new setting to support a smooth process. This may include, inviting them to observe the child in our setting, meetings with parents and the child, and additional visits to the school to support a smooth transition.

Staff Training

Our SENDCo, Mrs Collins has completed the NASENCo award. She is a qualified teacher and has worked within the school for over 10 years, mainly teaching in Year 1. Mrs Fuggle is our Pastoral and Wellbeing lead and is currently teaching in Year 3. She has completed the Senior Mental Health Lead Training provided by the Thrive Approach. We provide training for all staff via staff meetings and/or as part of our INSET days. Here staff can be updated on matters relating to special educational needs and disability as required.

All of our teachers hold Qualified Teacher Status, and we encourage all staff, including support staff, to continually update their skills and knowledge. We work closely with the local educational services; including our School Nursing team, Educational Psychologists, Occupational Therapists and Speech and Language Therapists.

Complaints about SEND provision

We have an open-door policy at Dane Bank welcome parents' feedback on all issues relating to their child's SEND and provision. Where parents have a complaint about SEND provision in our school, we advise that these should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of resources, aids and services

[SENDIASS](#) (Special Educational Needs and Disability, Information and Advice Support Service) is a service for the parents, carers and young people with SEND. They provide information, advice and support relating to Special Educational Needs. This can be in relation to the statutory duties a school have or supporting parents to navigate the tribunal system if needed.

Tameside SENDIASS is delivered by the Together Trust Special Educational Needs and Disabilities Information and Advice and Support Services (SENDIASS). They are contactable on 0161 359 8005 or tamesidesendiass@togethertrust.org.uk.

Stockport SENDIASS are also delivered by the Together Trust and are contactable on 0161 240 6168. or stockportsendiass@togethertrust.org.uk. More information is provided [here](#).

Manchester SENDIASS are contactable on sendiass@manchester.gov.uk or info@iasmanchester.org or 0161 209 8356. More information is provided [here](#).

Governors

At Dane Bank, the SEND governor is Keith Wilde. He meets regularly with the Senior Leadership Team, including the SENDCo, to gain an overview of the whole school picture for SEND and champion the education of children with SEND.

He will do this by:

- Raising the awareness of SEND at our Local Governor Committee meetings
- Monitoring the quality and effectiveness of SEND provision within Dane Bank and update the governing body on this.
- Work with the Headteacher and SENDCo to oversee the strategic development of the SEND policy and provision in the school.

Local Offer

A Local Offer gives children and young people with SEND, and their families, information about what support services the local authority has available in their local area.

Tameside's Local Offer can be found [here](#).

Stockport's Local Offer can be found [here](#).

Manchester's Local Offer can be found [here](#).

Reviewing and Monitoring the SEND Report

This policy and information report will be reviewed annually by the school SENDCo. It will also be updated if any changes to the information held, are made during the year. The information report will also be approved by the governing board.

Further information...

This information report sits alongside the following policies that parents may wish to read for further information:

[SEND Policy](#)

[Accessibility Plan](#)

[Safeguarding and Child Protection Policy](#)

[Behaviour Policy](#)

[Complaints Policy](#)

[Admissions Policy](#)

[Equality Policy](#)

[Supporting Pupils with Medical Conditions Policy](#)