



Whinstone Primary school

SEND and Inclusion Policy

Revised: January 2025

Review January 2026



SEND at Whinstone.

We are all different but all the same!



Whinstone Primary is a very inclusive school - we believe that **every** child deserves the best possible education from their own unique starting point. We believe in the importance of appropriate educational provision for pupils of all abilities, and try very hard to ensure that we cater for all children's needs.

We are proud of our inclusive and nurturing approach. We celebrate strengths and the things that make us unique, whilst identifying and targeting areas to improve. Positive learning behaviours are encouraged and promoted to enable pupils to get the best out of each and every day. We promote high expectations and aspirations from all individuals. Everyone is encouraged to contribute positively - to our school, the local community and beyond

Providing a high-quality education for children with SEND is at the heart of our school's ethos of inclusion. We recognise that pupils are all different and do not have the same starting point or challenges. However, we strive to give pupils the support needed to make them all equal, and make them "different but can be the same"!

At all times, we endeavour to ensure our teaching and learning within all subjects comply with the aims of our school's ethos of "helping each other to be the best we can be". Our shared beliefs are:

- ✓ *Whinstone is a happy school.*
- ✓ *Through providing an enriched curriculum in an inspirational and stimulating environment, we are challenged to realise our individual potential.*
- ✓ *Valuing our role in the community we equip our children with skills and attitudes to enable them to widen their life choices in an ever-changing world.*

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010
- Make reasonable adjustments, including the provision of additional aids and services, to ensure that SEND pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND

Classes are made up of mixed ability pupils, including pupils with Special Educational Needs and/or Disabilities (SEND). Our school is an inclusive setting where the needs of pupils with SEND are met, with pupil views highly valued to ensure every child experiences a broad and balanced curriculum.

We ensure that pupils:

- ✓ Are offered an education, which provides equal opportunities regardless of individual differences
- ✓ Have access to a broad and balanced curriculum, including National Curriculum adapted according to individual needs
- ✓ Are assessed using suitable materials and with support from external agencies
- ✓ Are supported with the resources available and provided within the school
- ✓ Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision
- ✓ Have their needs reviewed, monitored and evaluated using the *Assess, Plan, Do, Review* process.

The range of pupils with SEND within our school includes pupils with communication and language interaction, cognition and learning, social emotional and mental health difficulties and also pupils with sensory and physical needs.

LEGISLATION

This policy is to be read in conjunction with our policies on Disability Discrimination, Inclusion and Teaching and Learning. The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have Special Educational Needs and/or Disabilities if they have a learning difficulty which calls for special educational provision to be made for them.

Legal framework:

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

Section 6.1 of the Special educational needs and disability code of practice: 0 to 25 years (January 2015) states: *All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

At Whinstone Primary School, we strive to ensure this is the case.

Special Educational Needs and/or Disabilities (SEND)

According to **Special educational needs and disability code of practice: 0 to 25 years (January 2015)** a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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

Special Educational Needs and/or Disabilities may relate to one or more of the following areas of need:

1) Communication and Interaction (C&I)

For example:

- Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.
- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

2) Cognition and Learning (C&L)

For example:

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulty (SpLD). This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (coordination) and dysgraphia (writing).
- A discrepancy between achievement and general intellectual ability that may indicate that a child or young person has a SpLD.

3) Social, Emotional and Mental Health (SEMH)

For example:

- A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;
- Difficulties with mood (anxiety or depression),
- Difficulties with conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming

- Eating disorders or physical symptoms that are medically unexplained
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder
- Autism
- An anxiety disorder

4) Sensory and/or physical needs (S/PD)

For example:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability

Children may have Special Educational Needs and/or Disabilities either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs and/or Disabilities takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, OBJECTIVES

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition further education
- based on their identified needs

INCLUSION TEAM

The SENDCO is Miss Amanda McNaughton.

The SEND governor is Mrs. Linda Bashford.

The Inclusion team also includes:

Headteacher - Mrs. Batty

Assistant Head - Mrs. Wilson Dukes

Senior Leadership - Mrs. Squires and Mr. Ford.

AT WHINSTONE PRIMARY WE BELIEVE...

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENDCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.'

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils can make progress through such teaching. Schools should regularly and carefully review the quality of teaching for pupils at risk of underachievement. '

IDENTIFYING SEND:

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. Concerns may be raised by:

This could be through:

- Termly Pupil Progress meetings.
- Termly analysis of academic data, identifying children who are not making expected progress and exploring any possible barriers to learning.
- Concerns raised by parents.

- Concerns raised by class teachers.
- Health diagnosis through a hospital.
- Liaising with our bought in educational psychologist.
- Liaising with our outside agencies.

The school follows the ASSESS-PLAN-DO-REVIEW approach to assessing and monitoring pupils. As teachers, we assess each pupil's current skills and levels of attainment on entry. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they should be given extra support

LEVELS OF SUPPORT:

Within Whinstone, we have a tiered approach to support for pupils with SEND:

1. Quality first teaching from teachers who understand the process of learning, and can adapt their teaching to support different children's learning needs, with input from the SENCO where necessary.
2. Specific intervention both in and out of the classroom through access to additional learning programmes and resources, including the utilisation of teaching assistants to support development of key skills and strategies for independent learning. For children on the SEND register, this will be based on the achievement of termly agreed outcomes.
3. External specialist support services may be sought to meet the needs of individuals. This may involve provision of further assessments and advice, and direct work with the pupil.
4. Pupils who need more support than is available through the school's regular provision may be entitled to an Educational Health Care plan (EHCP) which is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

CURRICULUM ACCESS AND PROVISION

At Whinstone SEND children have access to a broad and balanced curriculum in a variety of ways. We set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

In order to meet the learning needs of all pupils, teachers adapt teaching and learning, and tasks set. They work to meet individual needs and to mark work and plan homework effectively.

We stream in reading through the Read Write Inc scheme we have adopted as a school. We stream in maths in Upper Key Stage 2. This works especially well for the lower ability children as the lesson is aimed at their level.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs, and may be through:

- in class support for small groups with an additional teacher or teaching assistant
- small groups withdrawal with TA
- individual class support / individual withdrawal
- further adaption of resources
- maths levelled groups - smaller groups for the lower ability levels

Also through:

- Adapted class work;
- Adaptions to expected outcomes from task;
- Adaptions to the resources given to aid the task;
- Adaptions to the time given for the task;
- Adaptions to the amount of support for the task;
- Shared writing;
- Shared reading;
- Use of audio visual aids;
- Use of software;
- Use of interactive whiteboards.

SEND SPECIALISATION AND SPECIAL UNITS

A number of staff members at Whinstone have Special Educational Needs and/or Disabilities qualifications.

We have a link with local Enhanced Mainstream settings (EMS) as part of our Trust, plus Local Authority Outreach support.

The staff within school have expertise and have received training in the following areas:

- working with children with Hearing/Visual Impairment
- working with children with behavioural difficulties
- distinguishing between an EAL child and an EAL/SEND child
- working with children with Speech, Language and Communication needs
- working with children with Visual Impairment
- working with children with Autistic Spectrum Disorder/ADHD
- working with children with SpLD (dyslexia, dyspraxia and dyscalculia)
- supporting pupils with Social/Emotional challenges
- supporting pupils with EBSA (Emotionally Based School Avoidance)

In Whinstone, we support pupils with a wide range of SEND. We regularly review and evaluate the breadth and impact of the support we offer.

FACILITIES:

Within school, we recognise our duties to promote disability equality, as set out under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We also recognise our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations. The school has disabled parking spaces, a disabled toilet and wide corridors for easy access.

Every class has the use of the computer suite and timetabled access to the mobile laptops. The school has a range of SEND software. The school has specialist equipment provided by or recommended by the support services, to meet individual needs.

MANAGEMENT OF SEND WITHIN THE SCHOOL

We recognise that all members of staff are teachers of children with special educational needs. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs and/or Disabilities Co-ordinator (SENDCO). All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the SENDCO is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordination provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENDCO is responsible for keeping the head teacher and the governor with responsibility to SEND fully informed. This will take place at regular intervals throughout the year, and through inclusion meeting each term.

SEND IN EYFS

The school ensures all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.

MEDICAL NEEDS

As outlined in **The Children and Families Act 2014**, we recognise our duty to make arrangements to support pupils with medical conditions. When needed, pupils have Individual healthcare plans, which specify the type and level of support required to meet their medical needs. All such pupils also have Special Care posters which are placed in appropriate places around school. Where children and young people also have SEND, their provision is planned and delivered in a co-ordinated way with the healthcare plan. This is done in coordination with parents, teachers and the SENDCO, head and deputy head teacher. Schools recognise our requirements with regard to statutory guidance 'Supporting pupils at school with medical conditions'.

ACCESSIBILITY:

Whinstone Primary School publishes an Accessibility Plan on our website which sets out our aims to increase the accessibility of provision for all pupils to ensure that:

- The extent to which disabled pupils can participate in the curriculum is increased
- The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and the services provided

- The availability of accessible information to disabled pupils is improved

ROLE OF THE SENDCO.

The SENDCO has the equivalent of one day per week non-contact time in order to co-ordinate the provision throughout the school identifying concerns and working alongside colleagues in order to improve the compilation and delivery of individual education programmes.

- The SENDCO will continue to liaise with all appropriate external agencies and correlate all information necessary for the referral to any outside agency such as the Educational Psychologist, Speech and Language Therapy, Occupational Therapy.
- The SENDCO collects all the information for Stockton's High Needs Funding and the EHCP Panel.
- The SENDCO arranges all Annual Reviews.
- The SENDCO is responsible for the assessment and initial diagnosis of any child the teacher has concerns about.
- The SENDCO tracks pupils to ensure that they achieve expected levels of progress, and monitors additional provision if children are below expected levels.
- The SENDCO attends cluster meetings and courses.
- The SENDCO is responsible for providing the policy on SEND.
- The SENDCO writes the Governors Report for Special Educational Needs.
- The SENDCO provides or arranges CPD for the teaching staff.
- The SENDCO ensures that there is a good transition programme in place for pupils at Key Stages (often following the Stockton Transition Guarantee process)

COMPLAINT ARRANGEMENTS

Arrangements for the consideration of complaints about any aspect of SEND provision within the school will follow the arrangements for any complaints. (See school prospectus.)

ROLE OF THE PARENTS

The school works in partnership with parents.

Where a pupil is receiving SEND support, we offer parents termly meeting to set clear goals and review the SEND support plan, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. This meeting will usually be led by the class teacher, and will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

We also work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome and encouraged to inform school of any difficulties they perceive
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way



ARRANGEMENTS FOR INFORMING PARENTS OF SEND PROVISION

The partnership with parents is crucial.

Parents need to be involved during the early stages of the identification of the child's learning needs. The staff will use the parents' knowledge and skills to build up a successful SEND support plan. This process will aid the parents in their understanding of how they can best support their child. The main aim of the staff at Whinstone is to achieve the most effective provision for their child and the partnership with parents needs to be open and confident for this to be possible.

Parents have a responsibility to fill in the required paper work when their child is placed on the SEND register, especially those in receipt of High Needs Funding.

ROLE OF THE PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning (self-assessment)
- individual target setting across the curriculum

the self-review of their own progress and in setting new targets

- formal reviews, providing evidence for meetings and attendance at review meetings

The procedures for including pupils are identified in the Equal opportunities policy. We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.



TRANSITION

When a child leaves the school his/her file is updated and forwarded to the new establishment. Often class teachers will contact the new school to discuss the child's needs and provision. If the transfer is from the Primary Sector to the Secondary Sector, the SENDCo from the new school visits the class teacher and the children. The SENDCo of the receiving Secondary School is invited to all transition meetings of children with an ECHP. The Stockton TRANSFER REVIEW process provides clear transition information.

EXTERNAL AGENCIES

Positive working partnership is the key to the success of the Inclusion Policy.

On the basis of being better informed and knowledgeable about where specialist support is available, staff is then in a more secure and personally comfortable position to meet the children's needs, establishing classroom conditions to learning by all children is central to their task.

External support is obtained from:

- Parents,
- Local Offer
- Educational Psychologist
- Specialist Learning Team
- Hearing Impaired Service
- Visually Impaired Service,
- The School Nurse,
- Speech Therapist,
- Educational Social Worker,
- Social Worker Duty Officer,







More information about Whinstone Primary School's Offer of SEND provision

Which kinds of Special Educational Needs and/or Disabilities are provided for:

- * Communication and interaction
- * Cognition and learning
- * Social, emotional and mental health difficulties
- * Sensory and/or physical needs
- * ASD/social communication disorders
- * Specific speech and language disorders (including selective mute)
- * Dyslexia
- * Dyspraxia
- * Fine/gross motor difficulties
- * ADHD
- * Hearing and visual impairments



	* <i>Medical needs</i>
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How does the school know when a pupil has special educational needs?

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How is the curriculum matched to pupil's needs?

- * Teachers express their concerns with the SENDCo, as well as: Discussions at pupil progress meetings
- * Concerns raised by parents/carers
- * Initial admissions form in which need/concern stated
- * Information/report from other professional, medical etc.
- * Specific assessments including standardized assessments
- * Tracking of pupil's attainment and rate of progress - e.g. children working below what is expected of them by Age related expectations and whose primary need is not English as an additional language.
- * Adaptions to curriculum planning and delivery in the classroom. A variety of teaching strategies
- * Multisensory learning opportunities to support different learning styles
- * Visual timetables
- * Additional adult support (small group or 1:1)
- * Grouping for teaching purposes within the class, mixed gender, race, religion and ability
- Individualized curriculum for children with SEND
- Individual targets

Additional equipment/resources provided to meet individual needs

Use of strategies as recommended by advisory teachers and therapists

Additional activities from Pupil Premium funding for identified pupils

Special arrangements for tests



What sort of provision if available for pupils with Communication and interaction needs?



What sort of provision if available for pupils with Cognition and Learning needs?

- * Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, Flexible thinking (Socially Speaking, Time to Talk, Black Sheep material, e.g. Nursery Narrative)
- * Access to low stimulus areas, if necessary (individual workstations or desk spaces, clear visual timetables) Flexible approaches to timetables, with withdrawn time or time out scheduled.
- * Modifications to lunch and/or break times, with indoor provision areas for vulnerable pupils. (Pupils can work as buddies for younger children, spend lunch in the ICT suite etc.)
- * Access to technology and the use of specialist ICT software.
- * Explicit teaching of generalising skills from one context to another (Precision Teaching, Read Write Inc. As a KS2 SEND tool, Specialist Learning team techniques)
- * Careful planning of transition
- * Social stories, following specialist guidance

- * Regular, individually focused intervention using set schemes, or adapted techniques
- * (Precision teaching) Increased access to small group support, delivering booster sessions on key skills
- * Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, visual aids
- * Phonic development programmes (Read Write Inc. used as an SEND tools, Direct Phonics, Precision Teaching)
- * Increased access to ICT, with individual laptops and software issued if necessary

- * Flexible groupings to ensure children are working with peers to support and enhance their learning.
- * Enhanced access to technical aids e.g. voice recorders ,ICT software and/or hardware
- * Adaptions to assessments to enable access e.g. readers, scribe, ICT support, additional time.



What sort of provision if available for pupils with <u>Social, emotional and mental health needs</u>?	<ul style="list-style-type: none"> * Access to timeout/individual work areas. * Mentoring by older pupils for support, or older vulnerable pupils working with Key Stage 1 pupils, to give them a sense of responsibility * Individualised rewards systems, based on the child's interests (reward ICT time, themed stickers, time for additional sport) Access to counselling services * Increased access to additional adults in the classroom * Opportunities to develop Social Emotional Aspects of Learning (Social Stories, Socially Speaking, Autism transition programmes)
What sort of provision if available for pupils with	<ul style="list-style-type: none"> * Physical aids to support access e.g. hearing aids, large print materials, sloped desks, wobble cushions, specialist cutlery. • Access to a specialist teacher(Hearing/Visual Impairment Team, Specialist Learning Team, Occupational Therapy)

<u>Sensory and/or physical needs</u>?	<ul style="list-style-type: none"> * • Access to support for personal care * • Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
How is support organized for pupils with identified special educational needs?	<ul style="list-style-type: none"> • Staff deployment is organized well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils. • Provision map- allocated resources to year groups and individual pupils against pupil progress • Teaching Assistant skills matched to pupils' needs • Support organized to take account of advice from outside agency specialist • Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day.




- Appropriate training provided for staff to meet the needs of children.
- Targeted use of pupil premium
- SEND resources managed and maintained by SENDCo
- Budget approved and monitored by governors and Head Teacher



How does the school know whether pupils are making progress?



- We use these activities/systems to measure impact. Evidence and data is measured against targets.
- Teachers' knowledge of attainment and progress within the class on an ongoing basis Tracking of pupils' attainment and rate of progress
- Termly SEND pupil progress meetings
- Good communication amongst all school staff
- Assessment for learning - children evaluate their own learning and receive feedback in marking
- Termly tracking of progress for target children, classes and intervention groups
- EYFS pupil profiles document progress through observation and annotations.
- Parental involvement in children's records
- Provision mapping and reviewing
- Monitoring- lesson observations, learning walks, planning and book scrutiny
- Individual reviews of progress through parents meetings (termly)
- Feedback from parents/carers
- Evaluations from agencies working with the school.
- Governors' views are sought in relation to the School Development Plan and they are involved in policy making and review. They visit school three times a year.

<p>How are parents/carers informed about how their child is doing?</p>	<ul style="list-style-type: none"> • Individual target/review meetings • Annual Review meetings for those with • EHCP/Statements Meetings with advisory teachers and therapists • Copies of reports from advisory teachers and therapists
	<ul style="list-style-type: none"> • Other more informal meetings • Parents and carers welcomed in school
<p>How are decisions made about how much support individual pupils receive?</p>	<ul style="list-style-type: none"> • Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day. Discussions/ review meetings with parents/carers and professionals. • Termly Inclusion Meetings in school • Termly SEND pupil progress meetings • Recommendations from advisory teachers or therapists • Tracking of pupils' attainment and rate of progress • Class teachers also make decisions about support needed in class for specific purposes e.g. if a pupil has struggled with a concept
<p>How are pupils involved in their education?</p>	<ul style="list-style-type: none"> • Attendance at Annual reviews/progress meetings • Written/recorded reports views of pupil



- Assessment for learning- pupils evaluate their own learning and receive feedback on marking
- Pupil voice/school council

How does the school know if the extra support is helping pupils to make progress?

- Tracking of pupils' attainment and rate of progress
- Termly pupil progress meetings with class teacher
- Termly meetings to discuss impact of Intervention groups
- Teachers expressing a concern to the SENDCo, then completing an 'initial concern form
- Annual review of High needs/ECHP



	<ul style="list-style-type: none"> • Analysis of the schools provision map to ascertain pupil progress against interventions
How are parents/carers informed about their child's needs and what support they are receiving?	<ul style="list-style-type: none"> • Parent/carer meetings • Letters home to inform parents of interventions • Meetings with advisory teachers and therapists • Copies of reports from advisory teachers and therapists • Informal meetings with the SENDCo and/or class teachers • Annual reviews
How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?	<ul style="list-style-type: none"> • Parent/carer termly meetings • Annual Review meetings • Copies of reports from advisory teachers and therapists • Meetings with the SENDCo and/or class teacher

What specialist support or services does the school access for pupils with SEND?

- The School liaises regularly with parents and specialists/outside agencies involved with the child through reviews, Support plan meetings, parents evenings, report sharing, information sharing, phone calls and e-mails.
- Educational Psychology Service
- NHS Speech and Language Therapy Service
- NHS Occupational Therapy Service
- Social Care Services /LD CAMNS
- Early support Nursery team
- EAL team
- Hearing Impairment service
- Visual Impairment service
- Dyslexia Action
- **CAMHs (*Child and Adolescent Mental Health Services*)**

We also support parents through links with local services and charities, such as:

- Daisychain (ASD support)
- SNAPS (Special Needs Activities with Parents Support)



How does the school prepare their pupils for their next stage of education and for adult life?

- SENDCo and Year 6 teachers SEND Secondary Transition meeting and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition
- Year 6 Annual Review and transition meetings for those with High Needs Funding; secondary colleagues invited
- Additional transition visits to the new secondary schools for some pupils
- Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school •

Follow advice and recommendations from advisory teachers and therapists

- Some children with more complex needs may benefit from some life skills e.g. organizing their own equipment, using planners
- Y6/Y7 transition projects
- Educational visits that raise expectations and experiences e.g. France



<p>How does the School support pupil's overall well-being?</p>	<ul style="list-style-type: none"> • PSHE/SMSC lessons and circle time activities • Positive behaviour rewards, awards • Attendance awards • Playground peer mediators, play leaders • School Counsellor • Multi-agency meetings for vulnerable pupils • Liaison with school nurse and health visitor • After school clubs • Walk to school project • Displays communicate school ethos • School Council
<p>Who can parents/carers contact to talk to about their child's special educational needs?</p>	<p>If parents have concerns about their child, they should contact their child's class teacher, or the school office on 01642 750318 to ask to be contacted by our SENDCo or a member of the Senior Leadership team.</p> <p>We will try to contact you as soon as possible, to discuss your concerns and begin the process of any assessments needed.</p>
<p>Who should parents/carers contact if they have a complaint about the SEND provision in the School?</p>	<p>If you require further support, beyond school, parents/carers can contact the Special Educational Needs and/or Disabilities Caseworker,</p> <p>Stockton Borough Council Early Years and Complex Needs Team 4th Floor</p>

	Queensway House West Precinct Billingham TS23 2YQ	01642 527121
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