

Durham Lane Primary School

SEND Information Report



Our School Offer

Review Date: January 2023



School Core Offer



All children could have access to:

- Playground buddies at break and lunchtime
- Open door policy enabling parents to speak to school staff
- 2 designated parents evenings per year (an additional meeting for children identified on SEN Support)
- A vocabulary rich environment.
- Differentiated lessons with success criteria to support children to progress from their starting points
- Pupil Progress meetings
- Pupil tracking and where appropriate identified support including personalised interventions
- In class strategies such as talking partners
- Delivery of planned programmes to support progress by Teachers and Teaching Assistants
- Opportunities for children to achieve outside the classroom e.g. sport, choir, working with younger children, jobs which give them a sense of responsibility, enterprise activities etc.
- After school clubs and lunchtime clubs



School Core Offer



My Child has Special Educational Needs/Disabilities: What do we offer at Durham Lane Primary School?

At Durham Lane, we embrace the fact that every child is a unique individual and therefore their needs will be different. What we offer will be different for every child and will depend on the nature of the special educational need/disability.

Some children may be identified by the school as having special educational needs or a disability and will require support both in lessons and during unstructured times. Learning needs may only be temporary for some, while for those with significant and complex needs, support may be needed for longer.

At Durham Lane, all staff know that provision for pupils with SEND is a matter for the school as a whole. All staff are fully involved in providing for the needs of children in their care with SEND. They plan differentiated activities, write and review SEN Support Plans and collect additional information for the SENCO and other agencies, for children at SEN support as well as for children with an Education Health and Care Plan.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, overcoming potential barriers to learning and for monitoring progress. Teaching Assistants are employed to support individual and groups of children with SEND. They liaise with teachers and the SENCO on planning, on pupil response and on progress. Teaching Assistants are aware of SEN Support Plan targets.

The school, led by the Governing body, ensures that a range of services and expertise are available for our children with SEND.

The SENCO works very closely with parents/ carers, curriculum leaders as well as with outside agencies, including the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy, Occupational Therapy and Physiotherapy Services.



What are Special Educational Needs?



- A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; **or**
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;
- This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.
- The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.
 - Communication and interaction
 - Cognition and learning
 - Social, Emotional and Mental Health Difficulties
 - Sensory and /or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities which Durham Lane embraces.

Durham Lane Primary School is committed to the safeguarding and welfare of all its pupils. We recognise that SEND pupils may be more vulnerable and staff are therefore vigilant at all times. Our Designated Safeguarding Officer is our Head Teacher Mrs H. Gregory and our Deputy Designated Safeguarding Officer is Miss E.M.P Barrett.



Roles and responsibilities



The SENCO

Durham Lane's SENCO is **Mrs A Evans**. Her role is to:

- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching ;
- manage Teaching Assistants;
- contribute to in-service training of staff;
- maintain the school's SEND register;
- oversee the records of children with SEND;
- disseminate information regarding SEND;
- communicate with the SEND Governor and will be a partner in co-ordinating and monitoring the SEND policy.



Roles and responsibilities



The SEND Governor – Mrs C. Robinson will:

- Help to raise awareness of SEND issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The head teacher – Mrs H. Gregory will:

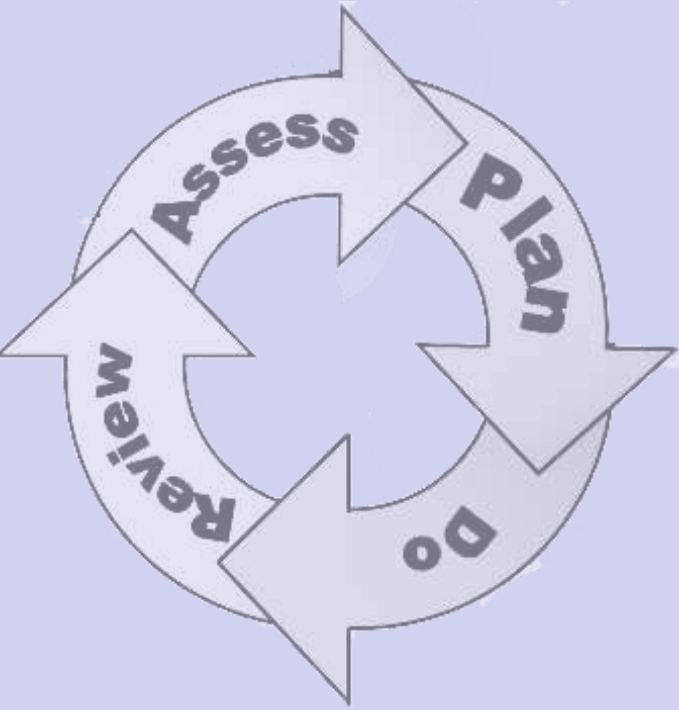
- Work with the SENCO and SEND governor to determine the strategic development of the SEN policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching ;
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision;
- Ensuring they follow the SEND policy.

Assess, Plan, Do, Review Graduated Approach

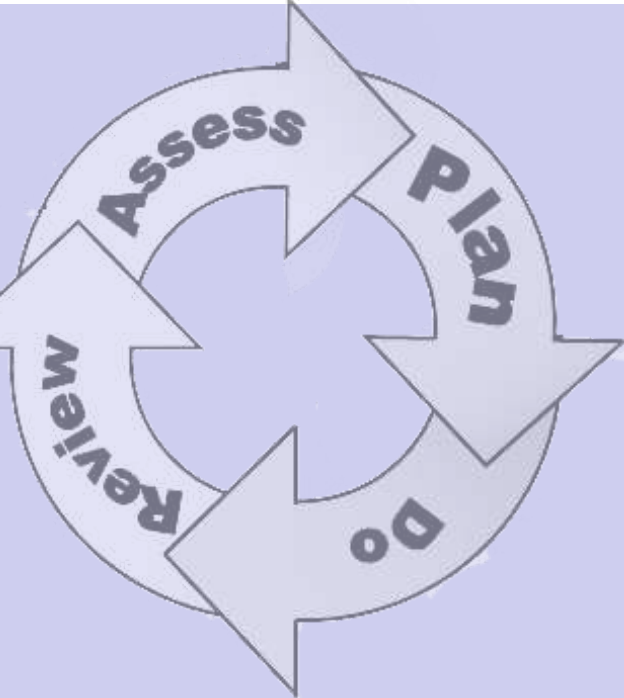


We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment and behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant;
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



- Durham Lane Primary aims to ensure that children who need additional support are identified as early as possible.
- Children are assessed against age related expectations as soon as they enter Nursery.
- Their progress is then tracked and those children who are not making the expected progress are identified.
- Teachers then plan using a variety of teaching styles and approaches as well as tailoring the learning to meet the needs of the pupils.
- Additional support is put in place for those children who need it. This may be implemented in several ways such as class based specialist support, small bespoke discrete teaching groups or individual support.
- After a designated period of time, the child's progress is reviewed.
- If the pupil has made insufficient progress, school may draw upon the expertise of a specialist in their area of difficulty.
- School may apply for additional funding to provide further support and make an application for a statutory assessment in consultation with parents/carers.
- Where necessary school may make an application to the DfE for special arrangements for a child during formal testing.
- School may also aid parents in providing additional learning support at home.

Teachers at Durham Lane Primary:

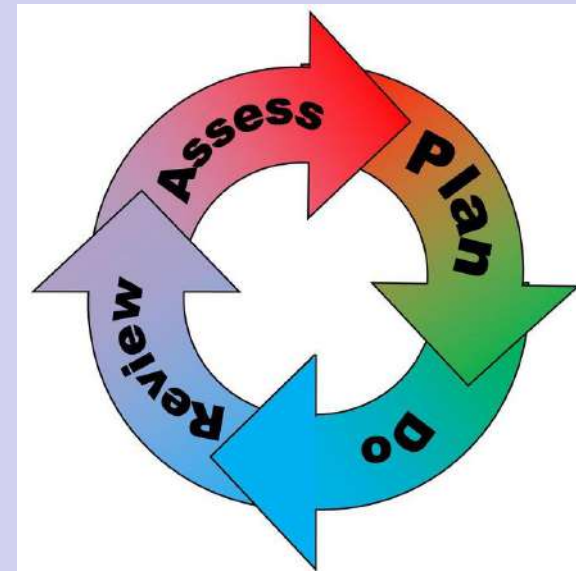
- Endeavour to tailor their teaching and the curriculum to meet the needs of all individuals, including those with SEND;
- Are responsible and accountable for all pupils in their class.

School staff take part in regular training to improve outcomes for SEND pupils.

Teachers, Teaching Assistants and additional specialists are responsible for delivering specific interventions.

Durham Lane Primary is fully inclusive and the well being of all pupils is paramount. Where necessary appropriate risk assessments are put in place for individuals taking part in specific activities, including educational and residential visits.

We provide support for pupils at less structured times of the day, such as playtime and lunchtime (where needed) to ensure their individual needs and safety requirements are met.



- Quality first teaching and assessment provides children with the opportunity to show how they are progressing.
- Careful tracking of how individual pupils progress as well as termly pupil progress meetings with class teachers and the Senior Leadership Team enable school to identify children who may have Special Educational Needs.
- Any concerns raised are shared with parents/carers and school then works with them to support the child.
- Parents/carers are encouraged to contact their child's class teacher or the SENCo, Mrs A Evans, if they have any concerns about their child's progress or development.
- If appropriate, children are encouraged to be involved as they have a unique insight into their barriers to learning.

- The class teacher and the Senior Leadership Team decide on the support needed for pupils during the termly pupil progress meetings.
- Any specific requirements, intervention and support to be put in place by the class teacher/teaching assistant are shared with the parents/carers and where appropriate, children.
- The success of the intervention and the children's progress towards their targets will be tracked, reviewed and shared with the parents/carers and where appropriate, children.
- Appropriate training is undertaken by both teachers and teaching assistants so that they are able to successfully support children with SEND.
- Durham Lane is an inclusive school and all children are encouraged to take an active part in all aspects of school life including; extra-curricular activities, trips and an outward bounds residential.
- Extended transition arrangements are made for children with SEND when they move between schools, phases and year groups.

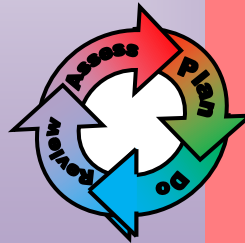


- The class teacher/SENCo will meet with parents/carers each term to go through the child's SEN Support Plan.
- These regular meetings will update parents/carers on the child's progress and provide the opportunity for parents/carers to share any concerns.
- The child's next steps can then be discussed and new targets for the child agreed. Pupil and Parent/Carer views are discussed as part of SEN Support meetings. Parents are made aware of the open door policy to ensure any concerns are dealt with swiftly.

- The class teacher has responsibility for all of the pupils in their class.
- The school provides a range of support strategies including 1:1 support, in class small group work and targeted interventions.
- Support is delivered by teachers and teaching assistants.
- Additional support, when needed, will be delivered by an external agency e.g. educational psychologist, speech therapist, occupational therapist.
- Durham Lane is committed to working in partnership with parents and carers as this is vital to the success of any additional support. The impact of any additional support is evaluated to determine how the pupil has benefitted and their next steps.

We evaluate the effectiveness of provision for pupils with SEN by:

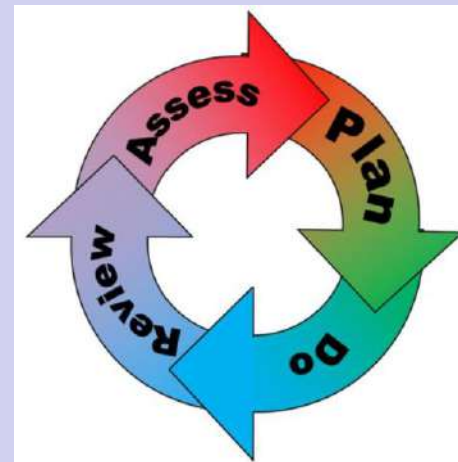
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using SEN Support Plans to measure progress
- Holding annual reviews for pupils with Education Health and Care plans



Durham Lane Primary School offer a range of interventions delivered in school to support a pupil's individual need. Some interventions are delivered 1:1, others are small group.

- Occupational Therapy
- Speech and Language Therapy
- Educational Psychology
- Lexia
- Better Reading
- Phonic/ spelling interventions
- Talkabout social group
- Power of 2
- Clicker 6

In addition, pupils are given a range of opportunities outside of academic progress in which to shine.



At Durham Lane Primary School, the senior leadership team, class teacher, SENCo and parents /carers work in partnership to plan what provision is needed to meet the needs of the child. This begins with quality first teaching that is tailored to meet the needs of all children. Where necessary, school will involve appropriate specialist support from either Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service, Physiotherapist or any additional support required via Early Help.

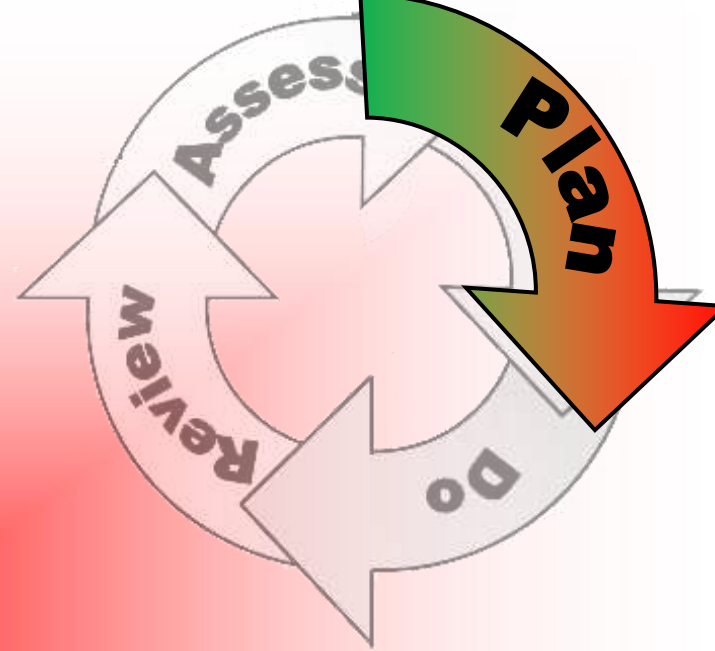
All parents and carers receive a full annual report on their child's progress in the summer term. An Annual Review is carried out for all children who have an EHCP. All professionals involved in the child's care are invited to the review.

Expertise and training of staff

- Our SENCO has been in role since September 2014 and is fully supported by the school governors and Senior Leadership Team.
- The SENCO is AMBDA trained (Associate Membership of the British Dyslexia Association) and holds a Level 4 qualification in 'Understanding and applying good practice with people with Autism'.
- We have a team of 8 teaching assistants who are trained to deliver SEND provision.
- In the last academic year, staff have been trained in
 - **A member of staff has attended a Foundation Workshop (level 1 & 2) in Makaton**
 - **How to use comic strip conversations to support children**
 - **How to use social stories to support children with autism**
 - **A member of staff has worked with an EP on planning and delivering an anxiety intervention group**
 - **Training on epilepsy**
 - **Training on supporting children with diabetes**
 - **We have a member of staff who is training to be our Designated Mental Health Lead. She regularly attends Personal Development Network Meetings ran by the local authority.**
 - **Online training about bereavement and loss**
 - **Online training about the mental health and well-being of children**

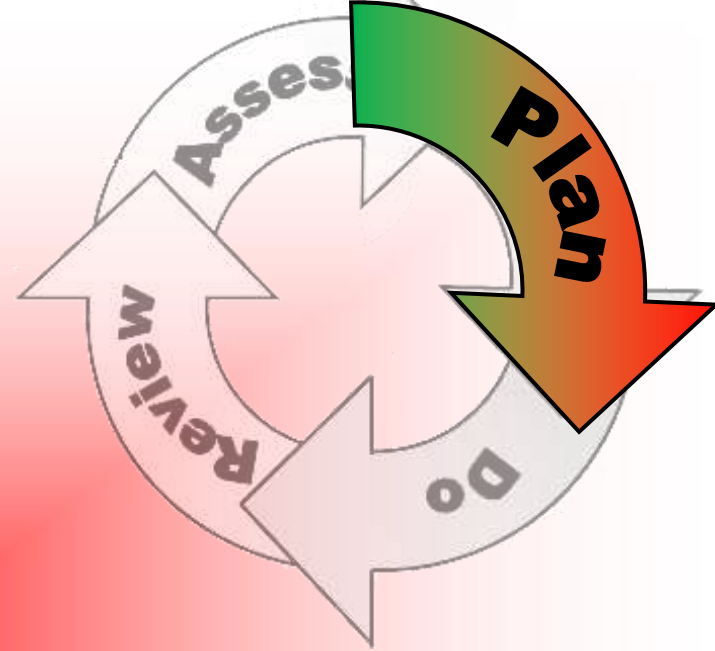
The following interventions/strategies may be used to support children who have difficulties with communication and interaction :

- Access to low stimulus area
- Flexible approaches to timetables e.g. visual timetables
- Modifications to lunch and/or breaktimes
- Enhanced access to additional aids
- Access technology
- Careful planning of transitions with support from outside agencies
- Buddy systems at playtimes
- Social stories developed alongside a TA
- Talkabout social group delivered by a TA to a small group of children throughout the key stages.
- Knowledgeable staff who show empathy towards the children's needs
- Circle time activities to help children openly discuss feelings and worries
- Systems are in place in each classroom for children to express their worries and concerns



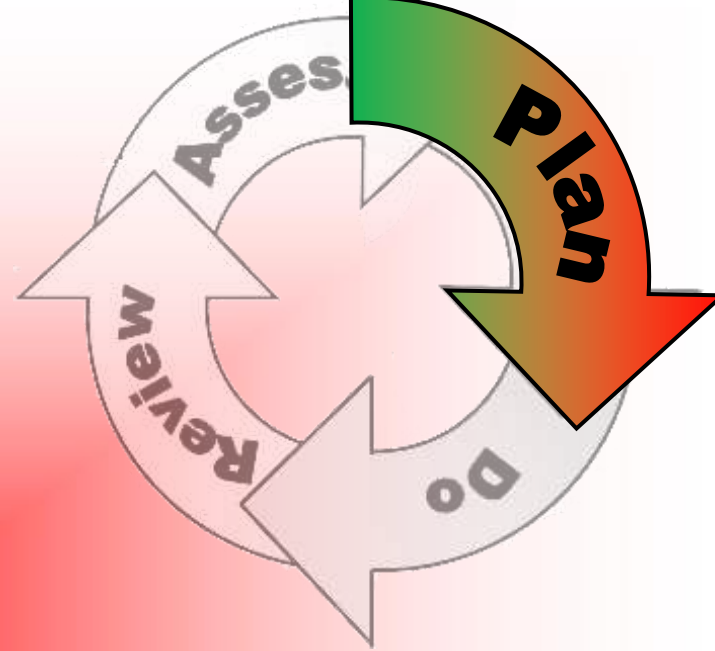
The following interventions/strategies may be used to support children who have difficulties with cognition and learning:

- Regular focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic intervention planned around the pupil's needs.
- Increased access to ICT with more access to iPads for each classroom.
- Flexible groupings
- Access to ICT programs to support learning e.g. Clicker 6, Lexia
- Adaptations to assessments to enable access
- Curriculum will be adapted to meet the learning needs of the child/young person
- Delivery
- Frequent repetition and reinforcement.
- AMBDA (Associate Membership of the British Dyslexia Association) trained member of staff.



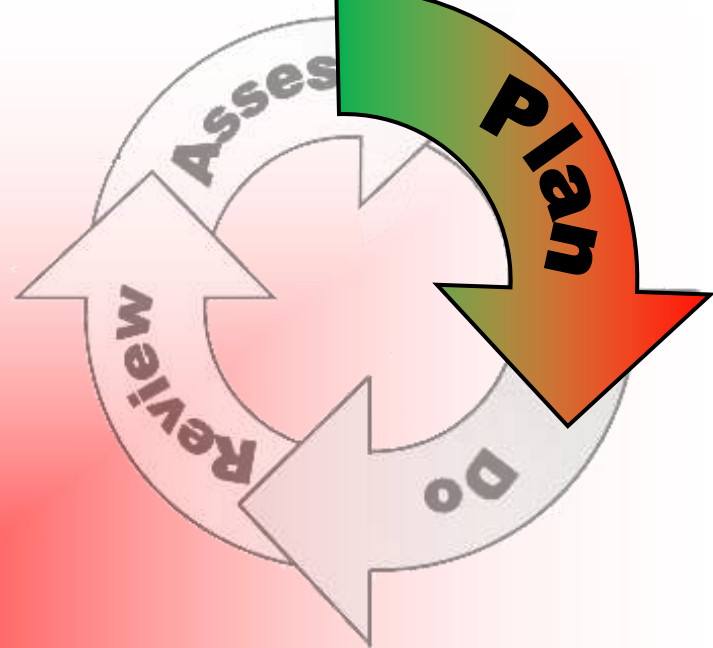
The following interventions/strategies may be used to support children who have social, emotional and mental health difficulties:

- Individual work areas in classrooms.
- Individualised rewards system
- Visual timetables and social stories
- Playground leaders during lunchtimes
- Access to counselling services
- Increased access to additional adults in the classroom
- PSHE and RSE is taught in every year group across the school.
- Talkabout social group, with a teaching assistant, for children across the Key Stages
- Circle time activities to help children openly discuss feelings and worries
- Assess to CAMHs



The following interventions/strategies may be used to support children who have sensory and/or physical needs:

- Concrete apparatus available to support learning
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- ICT programs specific to needs
- Support from school nursing service if required
- Referrals made to external services where required e.g. occupational therapy



Useful links

SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability – a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Stockton United for Change [07935447375](tel:07935447375)

Stockton's Local SEND offer can be found at

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>

Useful Contacts

Key Staff: Contact on 01642 780742

- Mrs H. Gregory– Head Teacher
- Miss E Barrett – Deputy Head Teacher
- Mrs A Evans - SENCo



Chair of Governors/ SEND Governor:

Mrs C Robinson

SENDIASS – Special Education Needs and Disabilities Information, Advice and Support Service.

The aim of this service is to support parents, carers, children and young people with Special Education Needs and Disabilities.

SEND Information, Advice and Support Officer (Formerly Parent Partnership Service)

Caroline Fell & Paula Marwood

Tel: 01642 527158



Useful Contacts



Help Point – Here for Families

A directory of information to provide you with access to a range of information, advice, guidance and support from trusted sources and services.

www.helppoint.org.uk

01642 527225

Family Information Service

Directory of information

www.stocktoninformationdirectory.org



Additional Information



Complaints with regards SEND children

Any complaints regarding the SEND Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the SENCO. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. In the unlikely event that the matter is still not resolved, parents are advised to put their concerns in writing to the school Governing Body.

