



DURHAM LANE PRIMARY SCHOOL



SEND INFORMATION REPORT *For Parents and Carers*



Creation Date: September 2026
To be reviewed annually.

Foreword

At Durham Lane Primary School, we believe every child deserves to feel valued, included and supported to achieve their full potential. We recognise that children learn in different ways and that some children require provision that is additional to or different from that provided for their peers.

Special Educational Needs and Disabilities (SEND) can affect a child's learning, communication, social development, physical development or emotional wellbeing. Our aim is to identify needs as early as possible and work collaboratively with families and professionals to ensure that barriers to learning are reduced and positive outcomes are achieved.

We are proud to be an inclusive school and are committed to ensuring that all pupils, regardless of need, can participate fully in school life, develop independence and prepare successfully for the next stage of their education and beyond. This commitment is further enhanced through our Additionally Resourced Provision (ARP) for pupils with Cognition and Learning needs and Communication and Interaction needs.

Our school and Trust have a variety of key policies which directly impact upon our provision for children with SEND. These are all available on both the school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission... *what do we want to be remembered for?*

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.



PARENT CHARTER

Our promise to parents of children with
SEND in Lingfield Trust

As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:

P	Positive: We will focus on the can dos and offer solutions.
A	Approachable: We will make it easy for you to talk to us.
R	Reliable: We will give you the most up to date advice and guidance.
T	Transparent: We will always be open and honest.
N	Non-judgemental: We will not make assumptions, judgements or criticisms.
E	Empathetic: We will always see things from your child's point of view.
R	Resourceful: We will use the assets that we have to best support our children.
S	Supportive: We will be there to give help, assistance and encouragement.

Lingfield
Education Trust

What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENCO', who is it and how do I contact them?

A SENDCO (Special Educational Needs and Disabilities Coordinator) is a qualified teacher responsible for coordinating provision for pupils with SEND and ensuring appropriate support is implemented.

The SENDCO at Durham Lane Primary School is Mrs P Neave (NASENCO Award). The SENDCO works closely with pupils, families, school staff and external professionals to ensure pupils receive the support they need to succeed.

Role	Contact
Headteacher	Mrs H Gregory
SENDCO	Mrs P Neave
SEND Governor	Mrs C Robinson
Designated Safeguarding Lead	Mrs H Gregory
Deputy Headteacher / Deputy Designated Safeguarding Lead	Miss C Williams

Contact Details

Durham Lane Primary School
Amberley Way
Eaglescliffe
Stockton-on-Tees
TS16 0NG

Tel: 01642 780071

Email: admin@durhamlane.lingfieldtrust.org.uk

What kinds of SEN are provided for at our school?

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction

Including speech, language and communication needs, Autism Spectrum Condition and social communication difficulties.

Cognition and Learning

Including moderate learning difficulties, dyslexia, dyscalculia and difficulties with memory, processing and problem solving.

Social, Emotional and Mental Health

Including anxiety, emotional regulation difficulties, ADHD and mental health needs.

Sensory and/or Physical Needs

Including sensory processing differences, physical disabilities, hearing impairment, visual impairment and motor coordination difficulties.

What is the Additionally Resourced Provision (ARP)?

Durham Lane Primary School is an inclusive mainstream primary school which supports pupils across all four areas of SEND identified within the SEND Code of Practice. In addition, the school hosts an Additionally Resourced Provision (ARP) for pupils with

Cognition and Learning needs and Communication and Interaction needs. Places within the ARP are allocated through Stockton-on-Tees Local Authority and are typically supported through an Education, Health and Care Plan (EHCP). The provision is designed for pupils who require a greater level of specialist support whilst maintaining opportunities for inclusion within mainstream classes and wider school life. Pupils benefit from personalised curricula, smaller teaching groups, specialist teaching approaches, communication support, sensory regulation opportunities, targeted interventions and close collaboration between school, families and external professionals. Pupils access a bespoke combination of specialist and mainstream provision according to their individual needs, ensuring they remain valued members of the wider school community whilst receiving the support they require to thrive.

How do we identify children who may have SEND and assess their needs?

Progress and wellbeing are continually monitored through:

- Teacher assessment
- Observations
- Pupil progress meetings
- Screening tools
- Communication with parents
- Advice from external professionals

If concerns arise, staff will discuss these with the SENDCO and parents. A graduated approach will then be implemented following the SEND Code of Practice.

Where appropriate pupils may be placed on the SEND Register and a SEND Support Plan developed.

The school follows an Assess, Plan, Do, Review process to ensure support remains effective and responsive to need.

How do we consult with parents of children with SEN and involve them in their child's education?

We believe effective partnerships with parents are essential. We value the knowledge and expertise that parents have regarding their child. Parents are encouraged to contribute to decision making, target setting and reviewing progress. Copies of SEND Support Plans are shared with parents and their views are actively sought during review meetings.

Parents are involved through:

- Parents' evenings
- SEND Support Plan reviews
- Annual Reviews
- Telephone conversations
- Emails
- Meetings with teachers and SENDCO
- Home school communication where appropriate

Parents are encouraged to contribute to identifying needs, setting outcomes and evaluating progress.

SEND Support Plans are reviewed at least three times each academic year.

How do we consult children with SEN and involve them in their education?

Pupil voice plays an important role in shaping provision.

Children are encouraged to:

- Share their views and aspirations
- Discuss what helps them learn
- Contribute towards SEND Support Plans
- Participate in annual reviews where appropriate
- Reflect on their progress and achievements

Visual supports and alternative communication methods are used where necessary to ensure all pupils can participate.

How do we assess and review children's progress?

Reviews are completed collaboratively with pupils, parents, teachers and where appropriate external professionals. Parents are invited to SEND Support Plan review meetings at least three times each academic year and are encouraged to share their views regarding progress, outcomes and future priorities. For pupils with an EHCP, an annual review meeting is held where all professionals involved contribute towards evaluating progress and agreeing future outcomes.

What additional support for learning is available to children with special educational needs?

Support may include:

Universal Support

Quality First Teaching
Differentiation
Visual supports
Classroom adaptations
Flexible grouping

Targeted Support

Precision Teaching
Reading interventions
Maths interventions
Speech and Language programmes
Social communication groups
Emotional regulation support

Specialist Support

Occupational Therapy programmes
Sensory regulation programmes
Alternative methods of recording
Assistive technology
Personalised support plans
Specialist ARP provision

We also work closely with external professionals to ensure pupils receive the most appropriate support.

How do we support children moving between phases of education and in preparing for adulthood?

Transition arrangements may include:

- Additional visits
- Transition booklets
- Social stories
- Meetings with future teachers
- Enhanced transition programmes
- Information sharing meetings

The SENDCO and Year 6 class teacher work closely with receiving settings to ensure information is transferred and support is planned effectively.

For pupils with EHCPs, preparation for adulthood outcomes are considered during annual review processes.

What is our approach to teaching children with SEN?

At Durham Lane Primary School we believe that high quality teaching is the first step in responding to the needs of all pupils. Through Lingfield Education Trust's "SEND from the Start" approach, classrooms are designed to be inclusive from the outset, reducing barriers before difficulties arise. Teachers carefully consider how learning is presented, how pupils record their work and what adaptations may be required to ensure pupils can fully access the curriculum. Where pupils require support that is additional to, or different from, their peers, targeted interventions and personalised support programmes are implemented alongside classroom teaching.

Our approach is based upon high quality teaching for all pupils.

Teachers:

- Adapt learning appropriately
- Remove barriers to learning
- Use scaffolded approaches
- Implement visual supports
- Provide flexible recording options
- Promote independence

Where additional support is required, personalised interventions are implemented whilst maintaining inclusion wherever possible.

The Lingfield Trust philosophy promotes a **"SEND from the Start"** approach which aims to make classrooms accessible and inclusive for all learners.

What adaptations are made to the curriculum and the learning environment of children with SEN?

Durham Lane Primary School is accessible to pupils with a wide range of needs. The school site includes accessible entrances, disabled toilet facilities and adapted learning spaces where required. Classrooms are organised to minimise barriers to learning and teaching staff carefully consider seating arrangements, sensory needs and access to

resources. Quiet workspaces, sensory supports and small group learning areas are available across the school and within the ARP.

Adaptations may include:

- Visual timetables
- Wobble cushions
- Pencil grips
- Sloping boards
- Alternative recording methods
- Movement breaks
- Quiet workspaces
- Sensory resources
- Assistive technology

Our ARP provides:

- Small group teaching spaces
- Structured teaching environments
- Low arousal classrooms
- Communication friendly environments
- Sensory regulation opportunities

This allows pupils with more complex needs to access specialist provision whilst remaining part of the wider school community.

How are equipment and facilities to support children special educational need secured?

Equipment and resources are allocated according to need.

Resources may be funded through:

- School SEND budget
- Notional SEND funding
- High Needs Funding
- EHCP funding
- Advice from external agencies

Specialist resources are purchased or accessed following recommendations from professionals such as Occupational Therapists, Speech and Language Therapists and Educational Psychologists.

What expertise and training do staff have in order to support children with SEN?

All staff receive regular SEND training.

Professional development includes:

- Autism
- ADHD

- Dyslexia
- Speech and Language needs
- Developmental Coordination Disorder
- Sensory Processing
- Emotional Regulation
- Safeguarding
- Inclusive classroom practice

ARP staff receive additional specialist training relating to Communication and Interaction and Cognition and Learning needs.

The SENDCO holds the National Award for SEN Coordination.

How is specialist expertise, such as educational psychology, secured?

Durham Lane Primary School works collaboratively with a range of external professionals and agencies to ensure pupils and families receive the most appropriate support. Referrals are made when a pupil requires specialist assessment, advice or intervention beyond the support ordinarily available within school.

Services we regularly work with include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- CAMHS (Children and Adolescent Mental Health Services)
- School Nursing Service
- STARS (Sensory Teaching Advisory and Resource Service)
- Social Care
- Stronger Families
- Daisy Chain
- Outreach and Inclusion Services

These professionals may assess pupils, provide recommendations, support staff training, attend review meetings and work alongside school and families to ensure provision is effective and responsive to individual needs. We believe strong partnership working between families, school and external agencies is essential in achieving positive outcomes for children and young people with SEND.

How do we evaluate the effectiveness of our provision made for children with SEN?

Provision is evaluated through:

- Progress tracking
- Intervention monitoring
- SEND Support Plan reviews
- Annual Reviews
- Parent feedback
- Pupil voice
- Staff observations
- Provision mapping

- Governor monitoring

This ensures support remains appropriate, effective and responsive to need.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, Including physical activities?

We are committed to inclusion.

Children with SEND are supported to access:

- Educational visits
- Residential visits
- Physical Education
- Lunchtime activities
- School trips
- Clubs
- School performances
- Sporting events

Reasonable adjustments are made to enable full participation wherever possible.

What support is available for improving emotional and social development?

Emotional wellbeing is a key priority at Durham Lane Primary School. Pupils are supported through a graduated pastoral approach including Quality First Teaching of personal, social and emotional skills, Thrive interventions, Zones of Regulation, mentoring and nurture-based support. Pupil voice is actively sought through SEND reviews, daily conversations with trusted adults and wellbeing activities. The school has a clear anti-bullying policy and takes a proactive approach to promoting inclusion, kindness and respect. Where additional support is required, referrals may be made to external services including CAMHS or counselling services.

Support includes:

- PSHE curriculum
- Zones of Regulation
- Social skills groups
- Nurture provision
- Emotional wellbeing support
- Individual mentoring
- Targeted SEMH interventions
- THRIVE

When additional support is needed, referrals may be made to external services such as CAMHS and counselling providers.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

Durham Lane Primary School works closely with health, education, social care and

voluntary organisations to ensure children receive coordinated and effective support. Professionals may attend review meetings, contribute to assessments, provide recommendations and work alongside school staff and families to plan provision. Through multi-agency working, we ensure that children and young people with SEND receive the right support at the right time and that families are supported to access services when needed.

How do we support children who are looked after by the local authority and have SEN?

Children who are looked after and have SEND receive coordinated support through:

- Personal Education Plans (PEPs)
- SEND Support Plans
- EHCPs where applicable
- Multi-agency meetings
- Enhanced transition planning

The Designated Teacher and SENDCO work closely with social workers, carers and the Virtual School to ensure needs are met effectively.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

What is the Local Authority 'Local Offer' and how do I find it?

The Local Offer provides information about services, support and provision available to children and young people with SEND and their families.

Stockton-on-Tees Local Offer:

<https://www.stocktoninformationdirectory.org>

The Local Offer contains information regarding:

- Education
- Health services
- Social care
- Leisure opportunities
- Transport
- SEND assessment processes
- Education Health and Care Plans

Are there any support services for the parents of pupils with special educational needs?

Parents and carers can access support through:

SENDIASS

A free, impartial and confidential service offering advice to parents, carers and young people regarding SEND processes, educational provision and statutory assessments.

Daisy Chain

Provides training, family support, workshops and opportunities for autistic children and young people.

Parent Carer Forum

Provides opportunities for parents to share experiences, influence local SEND developments and access peer support networks.

Stockton Local Offer

Information about services available across the local area.

Health and Social Care Services

Advice and support through referrals where appropriate.

Our Mission

At Durham Lane Primary School, inclusion is at the heart of everything we do. We are committed to ensuring every child is seen, valued and supported to thrive. Through high-quality teaching, specialist provision and strong partnerships with families, we strive to enable every pupil to achieve positive outcomes and prepare successfully for the next stage of their education and future life.