



**ST. MARGARET'S**  
*Church of England*  
*Primary School*

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# Information about Special Educational Needs

## For Parents & Carers





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## Information Report

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND).

This is known as the Local Offer which can be found at:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/home.page>

St. Margaret's CE Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEND and vulnerable groups are valued, respected and equal members of the school.

*As such, provision for pupils with SEND is a matter for the school as a whole.*

*"All teachers are teachers of pupils with SEND".*

## General Information

Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is expected in schools' provision for all children. However, many children, at some time in their school life, need extra help.

### Because of this we:

- Talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving
  - Appoint a member of staff as the Special Educational Needs Co-ordinator (**SENCo** - currently **Mrs A Hague**)
  - Have a written Special Educational Needs policy
  - Take account of the Special Educational Needs (SEN) Code of Practice. This is advice given to schools by the government which outlines what schools should do to support pupils with SEN and gives recommendations for good practice
  - Work with children to identify the support needed to meet agreed outcomes.
- Teachers plan provision and interventions which are allocated according to individual needs.
  - The children and parents take an active role to set and review outcomes, discussing them with the class teacher.



**Schools recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.**

At St Margaret's CE Primary we ensure that all pupils, regardless of their specific needs make the best possible progress.

**The Code of Practice (2015) recognizes four broad areas of SEND, these are:**

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

At our school we have children who have needs in all four areas.

Parental leaflets giving more information about the different types of SEND can be found at: <http://www.durhamsendiass.info/leaflets>

## Admissions

St Margaret's Primary school has an admissions limit of 30 pupils per class from Reception to Year 6.

Durham County Council is the admission authority for St Margaret's and details of criteria used for admissions can be found on the local authority website:

<http://www.durham.gov.uk/schooladmissions>

If your child has an Education Health and Care Plan, decisions are taken by Durham County Council in consultation with parents and school.

All our policies ensure that all children are treated equitably, including our anti-bullying policy. Discrimination of any kind is dealt with seriously and reported to the Local Authority. To view our school policies regarding Special Educational Needs and Disabilities (SEND) Inclusion and Anti-bullying, please visit the SEND section of our school website:

<http://www.st-margarets.durham.sch.uk/>

If you have any questions about our SEND Local Offer please contact the school and we will try our best to help you.



## Parent Partnership

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.



There is a range of ways this can be done, for example:

- Regular parents/carers meetings;
- Ongoing discussions with a class teacher and/or SENCo;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.
- Support for parents can be sought from:
  - ❑ Durham SENDIASS <http://www.durhamsendiass.info>

Please contact our SENCo for more information about these services or visit the 'Local Offer' on Durham Family Information Service website: <http://www.countydurhamfamilies.info/kb5/durham/fsd/home.page>



## Identification

A child may require SEN Support if the quality first teaching and specific interventions used to help overcome their barriers is found to be insufficient in meeting their needs. In some cases, External Agencies may be involved to offer advice and/or support. For some children this may be a temporary difficulty, while others may have a long term need for special support.

### **Types of special educational needs can include:**

General Learning Difficulties - children whose learning progresses at a slower pace

Speech and Language Difficulties

Dyslexia (difficulties with reading, writing and spelling)

Dyspraxia (problems with motor skills, organisation)

Dyscalculia (difficulties with number work)

Autism

ADD/ADHD (Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder)

Downs Syndrome

Cerebral Palsy

Other Physical/Medical Needs

Parental information leaflets regarding SEND can be found at:  
<http://www.durhamsendia.ass.info/leaflets>

The first person to identify that a child has special educational needs may be:

- Yourself, as parent or carer
- The class teacher
- A health visitor
- Another medical professional



If it seems that your child may have special educational needs, your child's class teacher or the Special Needs Co-ordinator (SENCO) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn



If you have any concerns regarding your child's progress and feel that they may be an underlying barrier to learning, please contact us to discuss your concerns with either your child's teacher or the school SENCO.



What does the  
SENCO do?

**SENCO = Mrs A Hague**

**If your child has Special Educational Needs the SENCO should:**

Ensure the right support is put in place for your child

Advise other teachers on how to help your child

Arrange training for staff so they understand your child's needs

Work closely with the class teacher, on a regular basis to talk about your child's needs

Liaise with the Headteacher where a looked after pupil has SEND.

Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/ educational psychologist

Be available to parents in order to support and listen to your concerns.

**Staff &  
Training**

## Arrangements for In-Service Training

The school makes an audit of training needs for all staff taking into account pupils' needs, school priorities as well as personal professional development. Special Needs is included within all school training. In addition, staff attend specific training organised by the LA and other agencies.

We currently have staff in school who have attended training on:

- Speech and Language Development;
- Autistic Spectrum Disorder;
- Movement Difficulties;
- Specific Learning Difficulties, including dyslexia

## Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND



The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Headteacher will report termly to Governors upon the quality of education provided for and the achievements of pupils with SEN.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Headteacher and other senior teachers and subject leaders.
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Success rates in respect of EHC plan targets.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SEND Coordinator and class teachers, subject leaders, Leadership Team and SEND SAs.

As a result of the above, the SENCo annually reports on SEND provision to the Headteacher and this feeds into the School Development Plan.

## How we Support your child

During their school career, many children will face barriers to learning that will require support. These needs can be met in various ways.

### Quality First Teaching (QFT)

Most children receive their support through good classroom practice (QFT). This will include:

- Changing the way lessons are planned and delivered (adaptive teaching)
- Matching activities to the ability / need of your child (differentiation)
- Providing support materials such as wordbanks, prompts and tailored activities to suit your child's needs
- Small group support.

The teacher may also work in partnership with the SENCO to find ways to support your child, including offering ideas on how parents can help to support children at home.



# SEN Support

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school.

Termly, pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO. They may then decide that a SEN support plan is appropriate:



## The Four Part Cycle

### Assess

The class teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### Plan

Parents will be formally notified, through meetings with the class teacher and SENCO of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil.

### Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENCO, will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

## Review

The effectiveness of the support and interventions along with their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress.

If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists.



## Education Health and Care Plan (EHCP)

If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS), SEND and Inclusion Team, SEND Information, Advice and Support Service (SENDIASS) and, when appropriate, Social Services and Looked After Children Team.

### Additional Top Up Funding

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN needs of a pupil, the pupil has not made progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support. This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

At the end of the assessment phase the Local Authority will decide whether or not to issue an EHCP for your child.

Statutory Assessment is only appropriate for a small number of children. Your school SENCO and Durham SENDIASS (Information, Advice and Support Service) can help advise you about this.

All pupils have the entitlement to a broad, balanced and relevant curriculum. All teaching and support staff are aware of the National Curriculum Inclusion Statement, and with advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills including the use of ICT. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

The school and SENCO regularly reviews issues related to pupils with SEND to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties. Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.



### The Wider Curriculum

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc. Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

## Medical/ Disability

For some children with medical needs or a disability, school will work with both parents and carers as well as staff from Health, to provide a specifically tailored support in order to facilitate safe inclusion to school life. This may include:

- ✧ Detailed care plans;
- ✧ Risk Assessments;
- ✧ Reasonable adjustments to the school environment including
  - ✧ 2 designated disabled parking bays;
  - ✧ A wheelchair friendly lift;
  - ✧ A disabled toilet and changing facilities;
  - ✧ Ramps;
  - ✧ Magnetic door fixtures to aid access
- ✧ Purchasing of specialised resources;
- ✧ Medical training for staff.

## Transition

We plan carefully for all stages of transition both within school - year to year and as pupils progress from Key Stages.

We work with dedicated staff from local Secondary Schools who may visit our school and/or liaise with staff to ensure that information about individual children can be shared and provision made. Where appropriate, children in year 6 with SEND may be offered additional transition visits to their chosen secondary .

Specific visits are arranged for some children as well as meetings for parents to meet the new SENCo.

Children with SEND within the school are given a 'transition booklet/pamphlet' each year as they move from year to year to help them feel secure about school.



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**Agencies**

**CAMHS**

**SENDIASS**

**SEND &  
Inclusion  
team**

**Occupational  
Therapy**

**Health  
Services**

**Physio  
Therapy**

**Speech &  
Language**

**School  
Nurse**

**Educational  
Psychology**

## Useful Links

Durham County Council - Local Offer and Parental Information Leaflets, produced by Durham Authority on a variety of learning difficulties:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/home.page>

<http://www.durhamsendiass.info/leaflets>

Information and advice from the National Autistic Society:

<http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction.aspx>

Impartial advice for parents of children with SEND  
Independent Parental Special Education Advice

IPSEA:

<http://www.ipsea.org.uk/>  
(recommended by parents)

## Finance

Schools receive funding based on a formula and this 'notional budget' is used to help provide appropriate support for **all** children.

Schools are expected to show a commitment of £6000 per child before additional funding may be sought. This spend is detailed on costed provision maps.

We currently have 4 children in school with an Education Health and Care Plan (EHCP) and 4 who receive TopUp Funding.



## Feedback

Any specific correspondence regarding **SEND** should be sent to [sen@st-margarets.durham.sch.uk](mailto:sen@st-margarets.durham.sch.uk)

This mailbox is checked **weekly** and we aim to respond within 10 working days of receipt.

At St Margaret's we value the contributions made by parents and carers. Any concerns, complaints or compliments can be made by contacting our School Office or by email: [stmargarets@durhamlearning.net](mailto:stmargarets@durhamlearning.net)

Any complaints will be dealt with in accordance with the school complaints policy.

Headteacher: Mrs. H. Tait

SENCo: **Mrs A Hague**  
Governor for SEND: **Mr. Michael Ross**