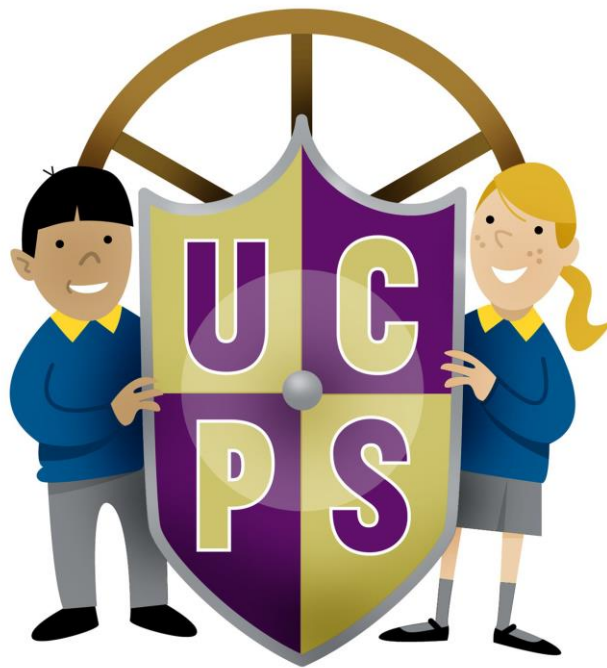


Usworth Colliery Primary School



Special Educational Needs
and Disabilities (SEND)
Information Report
2024 - 2025

Question 1

Who are the best people to talk to in this school about my child's difficulties with Special Educational Needs or Disability (SEND)?

The class teacher who is responsible for:

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted intervention, additional support) and liaising with the Special Education Needs/Disabilities Coordinator (SENDCo) as necessary.
- Writing Pupil Progress targets/SEND Support Plans. Sharing and reviewing these with parents.
- Providing personalised quality teaching and learning as appropriate to your child's needs.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Our school's SENDCo is Mrs S Jones who is also the ASD Provision Lead Teacher.

Responsible for:

- Developing and reviewing the school's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND)
- Working with the class teacher to ensure that you are:
 1. Involved in supporting your child's learning
 2. Kept informed about the support your child is getting
 3. Involved in reviewing how they are doing.
- Liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the schools SEND register and monitoring progress and attainment of your child in school.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that advice and support are given by other professionals when required, to meet the needs of your child.

Our school's Headteacher is Mrs A Forster.

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

Our school's SEND Governor is Mrs R Walker.

Responsible for:

- Making sure that the necessary support is given for any child with SEND.
- Monitor provision and report back to Governors.
- Meet with SENDCo on a regular basis.

Question 2

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has high expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning, support scaffolds, etc.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn, for example specific group work Intervention which may be:
 - Run in the classroom or an alternative space.
 - Run by a teacher or a Teaching Assistant (TA).

- Your child's teacher will have checked your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specialist groups run by outside agencies e.g. Speech and Language Therapy

SEN Code of Practice 2015: SEN School Support (SS): This means they have been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Together for Children central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as Education Psychology.

What could happen?

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs more clearly and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are, **severe, complex and lifelong**. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean:

- The school (or you) can request that Together for Children carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a

statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the number of hours of individual/small group support your child will receive from Together for Children and how the support should be used and what strategies must be put in place. It will also have long and short-term goals/steps for your child.
- Additional support/resources for your child will be identified within the EHCP.

Question 3

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to Mrs S Jones (SENDCo). If not satisfied, the Headteacher can also be contacted.

You may wish to contact SENDIASS, who offer additional information, advice and support to parents and carers of children with SEND.

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child had identified needs, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Together for Children, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
- Accessing support and advice from outside agencies
- Monitoring provision through the assess, plan, do, review approach.

Question 6

Who are the other people providing services to children with SEND in Usworth Colliery Primary School?

School provision:

- Teaching Assistants
- Breakfast Club
- A variety of school clubs
- Pastoral Support
- Family Liaison and Attendance Manager

Together for Children provision delivered in school:

- Autism Outreach Team (AOT)
- Educational Psychology (EP)
- Speech and Language Team (SaLT)
- Children's Sensory Team for children with visual or hearing needs
- Special Educational Needs and Disabilities Information Advice and Support (SENDIASS)

- Language and Learning Partnership (LLP)

Health Provision delivered in school:

- 0 -19 Healthy Child Team (includes School Nurse)
- Occupational Therapy
- Physiotherapy
- Child & Adolescent Mental Health Services – CAMHS
- Children and Young People’s Services – CYPS

Question 7

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo’s job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to plan and deliver high quality differentiated activities and interventions to meet the needs of children with SEND. This includes whole school training on SEND focuses such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses in school, these are sometimes run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT).

Question 8

How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.

- Class teachers differentiate plans to support the needs of your child. Support staff will have met with the class teacher prior to delivering the support.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs.

Question 9

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher and the SENDCo.

- Their progress is reviewed formally every term in reading, writing and maths via assessments.
- Their behaviour for learning progress is reviewed termly.
- This will be shared with you at parent meetings. Additionally, an annual report will be provided in Summer Term.
- At the end of key stage 2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. Children in Year 4 will also complete a statutory Multiplication Tables Check (MTC). Children in Year 1 are required to be formally assessed in phonics via the phonics screener.
- Children may have a termly SEND Support Plan which will be reviewed, and a future plan made.
- The progress of children with an EHCP is formally reviewed at an Annual Review, all adults involved with the child's education will be invited.
- The SENDCo will also check that your child is making appropriate progress.

Question 10

What support do we have for you as a parent of a child with a SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENDCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, or where this is not possible, in a report.
- SEND Support Plans will be reviewed with your involvement.
- A home/school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- A School Prospectus is shared with all new parents on entry to Reception, and on entry to the school if joining a different year group, to explain school routines and expectations. In addition, parents can discuss with their child's new class teacher any concerns and

knowledge about the care and support that your child has benefited from, currently receiving or may need in the future.

- School will host regular multi-professional meetings, if needed.

Question 11

How is Usworth Colliery Primary School accessible to children with SEND?

The building is accessible for children with SEND via:

- Accessible toilets and changing facilities. An adapted bathroom is also provided with disabled access.
- Designated staff to administer medication
- Finger guards have been put on doors.
- Hand rails have been placed on staircases.

Please refer to the Accessibility Plan, which is available on the school website, for more information.

We ensure, wherever possible, that:

- Equipment used is accessible to all children regardless of their needs.
- After school clubs are accessible to all children including those with SEND.
- Extracurricular activities including Residential trips, are accessible for children with SEND e.g. Annual London trip.

Question 12

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We liaise closely with appropriate agencies where relevant.

If your child is moving child to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We encourage visits to your child's new school and where necessary a member of staff will visit the new setting with you and your child.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and staff will complete a handover from current class teacher to new class teacher.
- Current SEND Support Plans will be shared with the new teacher.
- If it is deemed that your child would benefit from a photo transition book, this will be provided IN ADVANCE of the new school year.
- School will host a whole school 'Moving up' transition event so that children will meet their new teacher in their new classroom.

Additional transition will be planned in, where deemed appropriate, whereby children can access their new classrooms with a familiar member of staff from their current class. This additional transition will be planned in agreement with parents.

Question 13

What emotional and social development support we have for a child with a SEND?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

Our school has two Sensory Pods, and a variety of sensory equipment such as outdoor trim trails which are available throughout the day for children requiring some additional sensory regulation time.

Children can access pastoral support two days a week.

We have a robust Safeguarding Policy in place; we follow National & Together for Children Guidelines (see the latest version of Keeping Children Safe in Education – KCSIE)

The Headteacher, Deputy Headteacher, Assistant Headteacher/SENDCo and all staff continually monitor the emotional health and wellbeing of all pupils during pastoral meetings.

Admissions

The school adopts the Together for Children Admissions policy. Where a child or young person has SEND but does not have an EHCP, they must be educated in a mainstream setting except in specific circumstances.

The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEND who do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHCP

Question 14

What if I want to make a complaint regarding SEND?

- Please contact school to discuss any issues via the school office: 0191 4178888.

If parents believe that their child has a SEND or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's class teacher. If the parents think that the child should be given more support, they should raise their concerns with the SENDCo and/or the Headteacher. Most concerns will be resolved in this way.

- Our complaints policy is available on the school website or can be obtained from the school office, this includes a complaint form.

Reviewed – September 2024

Next Review – September 2025