



# **Dean Bank Primary School**

## **SEND Information Report**

**September 2020**



# Introduction

Our **SEN Information Report** – which is part of **Durham County Council's Local Offer** – provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on 8<sup>h</sup> September 2020

At Dean Bank Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with special educational need or disability.

Our school recognises that there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

Our commitment to ensuring everyone of our children reach their full potential, including those children who are disadvantaged or have Special Educational Needs was recognised in our recent OFSTED Inspection report:

*Pupils with special educational needs and / or disabilities (SEND)  
M.....make strong progress from their starting points.  
Ofsted 8-9 May 2019*

This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

## Key Contacts

- Head Teacher – Mrs Pauline Northcott
- SENCO – Mrs Sharon Temple Contact Telephone 01740 651512
- SEN Link Governor – Mr John Lindsay Contact Telephone 01740 651512

**Mrs Temple will be SENCO until December 2020. Mrs Northcott will take over the role in January 2021 until a new SENCO is appointed.**

## SEND Admissions

For information on the admission of pupils with a disability, please visit the [School Admissions](#) section of our website and view the **Accessibility Plan** in our [School Policies](#) section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment.



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [County Durham Local Offer](#)

## Our SEN Provision

There are four broad areas of special educational need, 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.

## The kinds of SEN that are provided for:

At Dean Bank Primary School, we have experience of supporting children and young people with a wide range of need including:

- Children with Autism Spectrum Condition
- Speech, Language and Communication Needs
- General Learning Difficulties

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Children who have an emotional, social or mental health need that is impacting on their ability to learn.
- Children with hearing impairment and physical difficulties.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

## Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

1. At Dean Bank Primary School, we pride ourselves in being inclusive which means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. The curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence at all ages and ability levels. By encouraging independence at all age and ability levels we endeavour to develop confidence, improve self-esteem and promote enthusiasm in all our pupils.

Some of the actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

More details on how we adapt information, our environment and curriculum can be found in the [Accessibility Plan](#)

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

## How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN:

Children learn and develop in different ways and may need extra help and support at various points throughout their time at school. Some children, at some time in their school life might have additional or different needs and it may be that they will be on our SEN register for a short period or a long period of time. However, children's needs will be frequently reassessed regularly in order to ensure that the provision is suitable and supports every child's development.

Our SENCO, working alongside class teachers, oversees all SEN provision, different approaches to teaching and monitors progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme.

Alongside Quality First Teaching, that your child will receive in lessons, there may be a Higher Level Teaching Assistant (HLTA) or a Teaching Assistant (TA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. This means that children may be taken out of the classroom for these sessions but they will continue to work on the same areas as the rest of the children in their class which ensures that they can go back into the classroom with a smooth transition. The regularity of these sessions will be explained to parents when the support starts.

*The support they (Teaching Assistants) provide for children with SEND is effective as they reinforce essential vocabulary or help to explain new vocabulary being used in lessons. (Ofsted 8-9 May 2019)*

To successfully match pupil ability to the curriculum and learning environment there are some actions and adaptations we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

**The provision for pupils with SEN across the four Broad Areas Of Need may include some of the following interventions;**

**Communication and interaction** – Staff deliver intervention programmes from the Speech and Language Therapy Service. Lego Therapy, small group work and 1:1 support also promote the development of communication and interaction of individual children.

**Cognition and learning** – Additional Mathematics materials are used in lessons and as interventions. Additional phonics intervention, Toe-by-Toe, Accelerated Reading, and guided reading and writing, spelling and times tables support are used in lessons and as interventions. We also work with the County Durham Cognition and Learning Team.

**Social, Emotional and Health Difficulties** – We have introduced a scheme of work to support all children to understand how they and others feel. A range of books are used to support these lessons. For example My Book Full of Feelings helps pupils to understand various emotions that they and others might feel. We employ the services of a Counsellor to support children who are experiencing difficulties.

**Sensory and/or Physical Difficulties** – For Gross Motor Skills interventions we use Wiggle While You Squiggle and Dough Disco. A Teaching Assistant (TA) delivers interventions for individual children who have programmes provided by the OT service.

Children who are receiving additional support and intervention programmes have a Support Plan. Parents are invited into school to review and discuss support and progress with staff every term. The children also meet with their teacher and discuss their support plan and are asked what they feel helps them to make progress.

*The most appropriate support for individuals is planned and put into place. Support plans are precise and actions are detailed. (Ofsted 8-9 May 2019)*

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the [School Policies](#) section of our website.

## How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching. As a school we measure children's progress in learning against National expectations and age related expectations. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We formally assess the children each half term in their reading, grammar and punctuation, writing and mathematics. As a school, we track children's progress every half term from Reception through to Year 6 to ensure that we can carefully monitor progress and attainment. Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

*The systems for monitoring the progress pupils make, including those with SEND, are effective and well embedded. (Ofsted 8-9 May 2019)*

*Pupils with SEND make strong progress from their starting point. Those who can reach the expected standard in reading, writing or mathematics do so. Effective provision is planned and provided. Pupils are well supported individually, with carefully targeted work. (Ofsted 8-9 May 2019)*

### Early Identification of Need

As a school, we assess all children continuously across all areas of learning including the four broad areas of Special Educational Needs. We assess informally everyday through observations and we carry out formal assessments at the end of every half term to measure progress and identify the next steps in learning. We work in partnership with parents, carers and pupils by building good relationships, working together and supporting each other. If there is an identification of need then we will discuss this with parents and if needed provide a pupil with a Monitoring Note. We will share this with parents and may begin to gather evidence to inform whether to make special education provision and consider if we need to consult with relevant external agencies and use assessment tools and materials to ensure early help or identification of SEN happens.

- Early Years, Key Stage 1 and 2 staff and the SENCO, where necessary, liaise with Nursery or the child's previous school.
- On entry into Early Years, we assess the children using the Speech and Language Link programme as this can be an early indicator of a child experiencing difficulties.
- If a child is performing below age expectations then meetings will be held with the class teacher and SENCO. Observations of the child may also take place.
- SEN is discussed at staff meetings so that all staff can contribute to the identification process.
- We have regular parent meetings and take into account any concerns raised by Parents. We pride ourselves on having an 'open door policy' where at any point parents can talk to staff.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies we work closely with School Counsellor, Speech and Language, Occupational Therapy, CAMHS, Crisis Response, Educational Psychology, The School Nurse, and Behaviour Support.
- Health diagnosis through local paediatricians at the hospital

## SEN Support

As part of this approach every child with SEN will have an individualised Support Plan that describes the child's needs, outcomes and provision to meet those needs. Parents, carers and children's views are integral to this process. When the child's Support Plan is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

*Support plans are precise and actions are detailed. (Ofsted 8-9 May 2019)*

### How do we assess and review progress?

If your child has SEN, it is important for us to carry out formal assessments to identify their strengths and identify their needs accurately. To do this, we will use a range of methods depending upon their needs. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where they will progress. In addition to the assessments that all children take part in and depending upon their needs, other assessments may be needed. These **could** include:

#### Communication and interaction (SLCN, ASC)

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments of your child's needs

#### Cognition and learning (MLD, PMLD, SLD, SpLD)

- Subject specific assessment

- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessment.

### **Social, Emotional and Health Difficulties**

- Information from School Counsellor
- Assess through observations of pupils

### **Sensory and/or Physical Difficulties**

- Movement Programme baseline assessment
- Handwriting and copying skills baseline assessment

Your child will be assessed against age related expectations for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). Aspirational outcomes are set for all children to ensure that all children make good progress, including those not ready to access the National Curriculum. The outcomes of all assessments are shared with parents and carers at our Parent Evenings and in your child's School Report. If other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you. If parents have any concerns then these can be shared with the class teacher and or SENCO who will arrange a meeting to discuss and resolve any difficulties.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. SEN is discussed regularly at staff meetings, and at Pupil Progress Meetings every half term, to allow staff to share concerns or ideas as to how we can help the child.

Teachers use assessments and observations of children to identify, review and evaluate their needs and gaps in their learning. We look at what we can provide to meet the child's needs and we discuss and measure the effectiveness of the interventions the children have undertaken that term. Different children will require different levels of support in order to bridge the gap to achieve age expectations which could be on a one to one basis, with a group, run by a teacher or teaching assistant and in or out of class. Throughout the process, we keep an on-going dialogue with yourselves as parents.

*The experienced special educational needs coordinator (SENCO) has a detailed knowledge of pupils with SEND and their families. The most appropriate support for individuals is then planned and put in place.  
(Ofsted 8-9 May 2019)*

At Dean Bank Primary School, we currently have children with a variety of needs in school and provide the following interventions to meet the needs of our children:

Support for children with physical needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Daily Gross Motor and Fine Motor Skills interventions.
- Specialist group support from outside agencies e.g. Occupational Health

Support for children with speech, language and communication needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Daily Speech and Language interventions.
- Specialist group support from outside agencies e.g. Speech and Language Therapy

Support for children with social, emotional and mental health difficulties:

- Quality First Teaching, accessing a broad and balanced curriculum
- All staff deliver a scheme of work to support Mental Health and Emotional Wellbeing
- Support from Emotional Wellbeing and Effective Learning (EWEL) Team
- The School Counsellor addresses any relevant issues or concerns.
- Specialist group support from outside agencies e.g. CAMHs Mentoring and Counselling;

Support for children with cognition and learning needs:

- Quality First Teaching, accessing a broad and balanced curriculum
- Maths and English specific additional support and intervention
- Specialist individual support from outside agencies e.g. Educational Psychology Service
- Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child e.g. Dyslexia, Dyspraxia
- Range of teaching and learning styles;
- A broad range of extra-curricular activities, including After-School Clubs
- Differentiation

### **How do we evaluate the effectiveness of SEN provision?**

At Dean Bank Primary School, we evaluate the effectiveness of SEN provision to ensure that pupils receive the best support to meet their needs and as part of the Graduated Approach of Assess, Plan, Do and Review. We currently evaluate the effectiveness of SEN across the four broad areas of SEN provision in the following ways:

#### **Communication and interaction (SLCN, ASC)**

We assess the effectiveness of provision through consultation with outside agencies such as Speech and Language Therapy Service, CAMHS and ASC team. We also use assessment data and observation records of progress provided by teaching staff and support staff.

### **Cognition and learning (MLD, PMLD, SLD, SpLD)**

We use the assessment data provided by teaching and support staff to assess before and after any intervention to evaluate the impact of provision.

### **Social, Emotional and Health Difficulties**

We use information from school counsellor reports and outside agencies – EWEL Team, CAMHS – to help us to assess before and after any intervention to evaluate the impact of provision. We can also assess through observations of pupils throughout the school day over a period of time.

### **Sensory and/or Physical Difficulties**

We use the Movement Programme to assess before and after any intervention to evaluate the impact of provision with Gross Motor Skills. In Fine Motor Skills we use handwriting evidence from before and after interventions to evaluate the impact of provision.

### **How are resources made available to support children with SEND?**

The resources we use to support children with SEN depend upon their needs and they are allocated on an individual basis. Once your child has been identified as SEN, their needs will be assessed and outcomes will be identified. It is the responsibility of the SENCO to ensure that the resources that are required are made available and that staff are aware of their individual needs. We are very flexible in our approach and we constantly monitor and evaluate the effectiveness of our interventions and the provision that we provide.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will:

- **Assess** a child’s special educational needs
- **Plan** the provision to meet your child’s aspirations and agreed outcomes

- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

For further information please view or download our **Accessibility Plan** which can be found in the [School Policies](#) section of our website.

## How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.

## How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutiny
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management

*The most appropriate support for individuals is planned and put into place. Support plans are precise and actions are detailed. The impact can be seen in pupils' books, during lessons and in the good progress these pupils make. (Ofsted 8-9 May 2019)*

## Children who are Looked After with SEND

We have a Designated Teacher for Children who are Looked After (CLA), Mrs Sharon Temple who is also the Special Educational Needs Co-ordinator (SENCO). Mrs Temple

works closely with the Virtual School Head (VSH) who are there to ensure effective systems are in place for LAC.

A significant amount of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEN to ensure that they are addressed as quickly as possible. Mrs Temple works closely with all CLA with SEN and with all staff to ensure that they understand the implications for CLA with SEN. CLA with SEN are supported in school and have a Support Plan which is reviewed every term. All CLA have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them.

The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for CLA in education provision. Mrs Temple ensures that CLA have a PEP which is also reviewed every term. The Support Plan and the PEP should compliment each other.

If a CLA with SEN requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for CLA and carry out the EHC needs assessment in the shortest possible timescale. Addressing a CLA's SEN will be a crucial part of avoiding any breakdown in their school and / or care placement.

From January 2021 Mr Wood will be taking over the role of Designated Teacher for Children who are Looked After (CLA).

## SEN Specialist Expertise

### SENCO and SEN Staff

At Dean Bank Primary School, we receive a notional SEN budget from the Local Authority and this is used to support children and young people with SEND by offering a wide range of intervention and enhancement programmes within school and through our partnerships with other agencies and professionals within the Local Authority. This is monitored each term by the Governing Body.

We have an HLTA and Teaching Assistants who are partly funded from the SEN budget and deliver programmes or interventions designed to meet groups of children's needs. The budget is allocated on a needs' basis. The children who have the most complex needs are given targeted support.

*The support they (Teaching Assistants) provide for children with SEND is effective as they reinforce essential vocabulary or help to explain new vocabulary being used in lessons. (Ofsted 8-9 May 2019)*

All children, no matter what their needs are, receive daily Quality First Teaching. We aim to keep children with SEND part of their whole class as often as possible, therefore support is generally given in the form of a Teaching Assistant working alongside the children and teacher. Interventions are carried out throughout the day at a range of times.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. An example of a costed provision map can be found here:

Costed Provision Map

More details of the SENCO's role can be found in the **SEN Policy** which you can find in the [School Policies](#) section of our website.

## Staffing and any Specialist Qualifications/Expertise

Mrs Sharon Temple is our SENCO who has achieved The National Award for SEND Coordination.

*The experienced special educational needs co-ordinator (SENCO) has a detailed knowledge of pupils with SEND and their families. The most appropriate support for individuals is planned and put into place. Support plans are precise and actions are detailed. The impact can be seen in pupils' books, during lessons and in the good progress these pupils make. (Ofsted 8-9 May 2019).*

SENCO has attended the following training:

- SEN Support Plans and Outcomes Training
- Costed Provision Map Training
- Assessment for Learners with Special Educational Needs

Miss Allen and Mrs Collin have both attended ELKLAN (Speech and Language) training. Mr Murphy has had Lego Therapy Training Mrs K Walsh, a qualified counsellor, supports children with Social, Emotional and Mental Health needs.

## External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- [Durham SEND Information, Advice and Support Service](#)

## Agencies & Partnerships

Dean Bank Primary School work closely with any external agencies that we feel are relevant to individual children's needs within our school including people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

At Dean Bank Primary School, we liaise with the following agencies depending upon the individual child's needs:

- Bishop Auckland One Point Centre
- Behaviour Support Services
- CAMHS
- Crisis Response
- Education Psychology Service
- Ethnic Minorities and Travellers Advisory Service ( EMTAS)
- Ferryhill One Point Centre
- Learning Difficulties and Disability Support Service
- Learn, Teach, Develop Counselling Service
- Movement Difficulties Service
- Occupational Therapy
- School Nurse Team
- Social Care and Health Team
- Speech and Language Therapy

## How We Secure Specialist Expertise

### **What specialist services are available at your school to meet my child's needs?**

We work with a great range of services and professionals to ensure we meet the needs of each individual child. Our partners are CAMHS, Speech and Language Therapy Services, Educational Psychologist, Emotional health and Wellbeing (EWEL) Team, Medical Practitioners, School Nurse Services, the Learning Difficulties and Disability Support Service and Learn, Teach, Develop Counselling Service. We encourage these professionals to visit school as often as possible to work with our staff and share their expertise. Wherever possible, staff implement programmes of work linked to these professionals e.g. speech and language programmes, exercises recommended by physical therapies etc.

### **What training do staff supporting children with SEND have?**

All teaching staff have Emergency First Aid and Defibrillation training and all TAs have Paediatric First Aid Training. All staff have the Safeguarding Level 1 qualification. In addition, our Senior leadership Team have Level 2 Safeguarding Training, Our SENCO is also the Safeguarding Lead and she has completed several components of Level 3 training. She has recently had training relating from the Anna Freud Centre to develop understanding of Mental Health in children and young people. Our SEND support staff have a selection of training relating to Lego Therapy, Movement Difficulties Programmes and specific training from Speech and Language Therapists.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

## Consulting with our SEN Pupils, Parents & Carers

### **Consultation with Children and Young People with SEND**

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

### **Consultation with parents and carers of children and young people with SEND**

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:

- Termly parents/ carers evenings;
- 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 regular reviews of their child's SEN Support Plan/ EHC Plan.

### **How do we consult with our SEN pupils?**

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We offer advice and practical ways that you can help your child at home. We provide regular homework to support and complement the work carried out in school.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. Sometimes, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed, this ensures that we can also work together and there is a constant line of communication. The Class Dojo app has a messaging facility to allow parents and teachers to send messages.

If your child is on the SEN register they will have a SEND Support Plan (SSP) which will have individual / group outcomes. This is shared with parents on a termly basis and parents are invited meet with the class teacher / SENCO to review the outcomes and discuss further outcomes on the new plan. The outcomes set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) outcomes with the expectation that the child will achieve the target by the time it is reviewed. The class teacher will meet with your child and discusses the outcomes in a child friendly way. If your child has more complex SEND they may have an Education Health Care Plan, which means that a formal meeting will take place to discuss your child's progress and reports are regularly written.

### **How will my child be able to contribute their views?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

All children and staff in school are allocated a school team. These are linked to 4 precious stones – Ruby – Red, Sapphire – Blue, Emerald – Green and Topaz – Yellow. Teams meet weekly to discuss issues raised and this is also an opportunity for the children to reflect on their week.

If your child has an EHCP (Education Health & Care Plan) their views will be sought before any review meetings.

Staff share SEND Support Plans and outcomes with your child and children are asked to contribute their views at termly review meetings.

The SENCO will work with all outside agencies that are involved in the welfare of your child.

### **How are parents involved with your school?**

We are fully committed to encouraging parents to be involved with all aspects of school life. We welcome parents into school at the beginning and end of a school day and they are welcome to arrange additional dates to meet with the teacher to discuss progress and provision. We invite parents to school performances, assemblies, Stay and Play activities, sports events, transition meetings and welcome meetings. We have a Parents Association who organize events for the children and their families and raise money to support additional events

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## **Compliments, Complaints & Feedback**

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us](#) section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the [School Policies](#) section of your website or by visiting the [Durham SEND Information, Advice and Support Service](#) website.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## Key Policies

All of [our school policies](#) can be found on the website but the most important ones for parents of children with SEND are listed below:

- [Equality Policy, Information and Objectives](#)
- [Accessibility Plan](#)
- [Anti Bullying Policy](#)
- [Behaviour Policy](#)
- [Medical Needs Policy](#)
- [Teaching and Learning Policy](#)
- [Complaints Policy](#)

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

## Useful SEND Links

The links below may be useful to find out further information about other policies, legislation and guidance.

- [SEND Pathfinder](#)
- [Achievement for All](#)
- [\(GOV.uk\) Supporting Pupils at School with Medical Conditions](#)
- [\(GOV.uk\) Children and Families Act 2014](#)
- [County Durham Families Information Service](#)
- [Special Educational Needs and Disability Code of Practice 2015](#)
- [Durham SEND Information Advice and Support Service](#)
- [Parent Carer Support Group](#)