

INSPIRING FUTURES



SEND INFORMATION REPORT

POLICY DETAILS

Policy title	SEND Information Report
Staff name and job title	Miss C Marley - SENDCO
Organisation:	Archibald Primary School
Policy version umber:	1
Approved by Headteacher:	September 2024
Date of next review:	September 2025
Distribution:	Website

POLICY REVISION AND APPROVAL HISTORY

Version	Date of Review	Date of Next Review	Comments	Approved by
1	September 2024	September 2025	Annual update	Headteacher

1. About the School

Archibald Primary School is a mainstream academy for pupils from the age of 4+ to 11. There is 2 year old provision and a Nursery attached to the school which together with two Reception classes form our Early Years Foundation Stage. The school is proud to be an inclusive place for children to learn.

We welcome pupils from a wide range of backgrounds and cultures to come together to share new experiences and learn from each another.

We want all of our children to feel welcomed, happy and fulfilled; recognising that all children are different and that these differences create opportunities for adults and children alike to learn more about ourselves and each other.

Helping children to develop good attitudes and values is a key feature of our work. We firmly believe that everyone can achieve their best and are committed to our 'I can do it!' culture.

In our school we aim to understand and meet the needs of the individual child. In order to do so, the school provides a happy, safe, secure and intellectually stimulating environment where the children are not merely given the opportunity to reach their full potential, but are expected to do so.

The children of Archibald Primary School are encouraged to give of their best by putting the emphasis on personal achievement. We firmly believe that everyone can achieve.

The school caters for students with Special Educational Needs and Disabilities.

The Special Educational Needs Co-ordinator (SENDCO) is Miss Catherine Marley. Our SEND Assistant is Miss Rachel McTeer. They can be contacted through the school office on 01642 804 101.

2. Identifying Needs

All pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational needs the school uses all of the information about the pupil's progress and compares it with the progress of other pupils in the school and against national performance information.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- any concerns that the parent/carer has
- agreed outcomes
- next steps.

Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the pupil. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCO, or one of our school mentors who may then refer on to more specialist practitioners if appropriate (e.g. Insideout, CAMHS, Bungalow).

3. Assessment Monitoring and Review

Each pupil's progress is continually monitored by their class teacher and the SENDCO in a number of ways, including additional educational testing completed within school. The SENDCO oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is discussed regularly in year group meetings, tracked closely by staff and is reviewed formally every term (1½ termly in Reception, Y2 and Y6) in Standards Team Meetings which include teaching staff, the SENDCO, Raising Attainment Leader and the Headteacher. Outcomes are shared and if necessary parent/carers are informed (see above).

As well as assessment against the programmes of study set out in the National Curriculum, other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within reviews at the Standards Team Meetings.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND needs and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to health services such as speech and language therapy, school nursing service, physiotherapy service or CAMHS. This needs to be done with the parent/carers agreement.

If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan (EHCP). This is a legal process, which is carried out in collaboration with the Local Authority (LA), which sets out the amount of support that will be provided for a pupil.

All children are currently required to be formally assessed at the start and end of Reception and at the end of Y6. In Reception, the Baseline Assessment is conducted in the first few weeks, and teacher assessment is used at the end of the year. In Y6 pupils are assessed in reading, mathematics and GPS (Grammar, Punctuation and Spelling) using a test and in writing through teacher assessment. This is something the government requires all schools to do, and the results are published nationally. In addition, Y1 pupils complete a phonic Check at the end of Y1, and the Multiplication Tables Check (MTC) at the end of Y4.

4. Involving Parents, Carers and Pupils

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting with the class teacher, team leader

or SENDCO. Parents and carers can also request a meeting with our Family Support Worker who can offer help and support or can signpost to the most appropriate member of staff to help.

When appropriate, parents and carers are also kept informed through home/school books/diaries, phone calls and the SeeSaw app. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds triangulation meetings for all parents and carers in the Autumn and Spring Terms. If a child has special educational needs, parents and carers can be involved with regular review meetings as part of the triangulation meeting to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets.

Annual Reviews are held for pupils with Education Health and Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved.

Progress reports can be provided to parents/carers in alternative formats if required.

Pupils are encouraged to share their aspirations and views as part of triangulation meetings and annual reviews and this will be done in a way that is appropriate to their age.

5. Staff

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for children with SEN.
- Making sure that your child's needs are met but they will give this responsibility to the SENCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

The Special Educational Needs Co-ordinator (SENDCO) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, a speech and language therapist or an Educational Psychologist.
- Making sure that there are accurate records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Support class teachers in writing Provision Maps that specify your child's specific provision

- Ensuring that all staff working with the pupils in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

In Archibald Primary School the Special Educational Needs Co-ordinator (SENDCO) is Miss Catherine Marley. Our SEND Assistant is Miss Rachel McTeer.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCO know if necessary. This could be things like targeted work, additional support.
- Writing Provision Maps with support from the SENDCO or assistant SENDCO. These will be shared and reviewing with parents (usually as part of the triangulation meeting).
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum
 - Help with implementation of differentiation and specialist support strategies in the classroom
 - Keep pupils focused on learning activities during lesson
 - Attend all appropriate training opportunities related to SEND and differentiation.
 - Are mainly classroom based, however they are able to deliver specific SEND programmes outside of the classroom.
 - Help pupils to develop effective ways of becoming independent learners.
- Teaching assistants support all pupils not exclusively SEND Pupils

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.
- Meeting with the SENDCO on a regular basis in order to carry out their responsibilities, and reporting back to the full governing body as appropriate on the outcomes of these visits.

Training

School staff are trained in specific areas where there is a current need. The Headteacher and DHT collect information on areas for development through appraisals and staff meetings and

ask appropriate professionals to deliver training as whole staff, small groups of staff or to individuals.

Leaders of English and Mathematics find appropriate specialist support training and enrol staff on courses where there is an identified need. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCO, or SEND Assistant.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as the class teacher, teaching assistant and Year Group Leader. They will focus on how teaching and learning can be adapted to meet the pupil's needs.

Specialist – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. Further specialist training can be accessed and carried out by professionals from outside of school such as Educational Psychologists, speech and language therapists, staff from special schools or other specialist services if it is deemed necessary.

At Archibald Primary School, all staff receive training in supporting children with SEND and some staff have enhanced training in supporting children with Speech, Language and Communication Difficulties. Our CPD (Continuing Professional Development) programme ensures that all staff are regularly updated in their training. The SENDCO holds the Special Educational Needs Award Masters level qualification.

6. Transition

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Pupils with Education, Health and Care Plan will have a review in the Autumn Term before they move to secondary school to discuss the transition. The LA placement panel sits throughout the Autumn and Spring terms. This means that you should hear by the start of March at the latest which secondary school they will attend in September.
- When moving classes in school, information will be passed on to the new class teacher in advance and a planning meeting (transition meeting) will take place with the new teacher. All provision maps will be shared with the new teacher. If your child would be helped by a book to support them understand moving on then it will be made for them.
- If your child is moving to another school, where possible, we will contact the SENDCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Archibald Primary School will discuss the specific needs of your child with the SENDCO of their secondary school.

7. Support

Academic

All pupils receive excellent classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building 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 could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.

All pupils in school receive this as a part of excellent classroom practice but when needed other types of support are available for pupils with SEN:

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will *be put in place if the class teacher or SENDCO think that they need extra support in school.*

The groups are sometimes called intervention groups and have the following features:

- Run in the classroom or outside of it in another teaching space.
- Planned and overseen by a teacher but they are often led by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Working to address children's individual targets to secure any gaps in their learning.
- Specific outcomes to help the pupil to make more progress.

Specialist groups run by outside agencies

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school.

This may be from:

- Local Authority services such as working with an Educational Psychologist or specialist teacher from the Hearing Impaired Service or the Visually Impaired Service.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.

For your child this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for 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 needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- The school may give your child's needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Individual support

This is usually provided through an Education, Health and Care Plan (EHCP), although not exclusively so. This means your child will have been identified as needing a higher level of support than the school can provide from their SEN budget. Within Middlesbrough this is known as 'High Needs Funding' and an application for provision is made to the LA who moderate applications from all schools within the town. Funding can be used to provide specialist equipment, resources of additional adult support for your child in class.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Peer mentoring systems involving older children from Year 6.
- Social skills/nurture group interventions - provided by both internal staff (e.g. school mentors) and external agencies (e.g. CAMHS, Bungalow project)
- Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions
- Anti-bullying policies and taught PSHE curriculum
- Provision provided before and after school for vulnerable students where appropriate.

Administration of medicines (*Please ask to see our policy if required on administering medications in school*)

8. Accessibility

In School

Archibald Primary School recognises and implements the entitlement of all pupils to learn and benefit from the curriculum, facilities and resources. The school has an open admission policy, however the architecture of the school building which has 3 stairwells to give access to the upper floor, may pose difficulties for some disabled pupils.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Accessible toilets
- Induction loop for hearing aid users
- Accessible dining area.

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the pupil will be made aware of the plan.

Outside of School

The school has a number of after school clubs which are all accessible to pupils with special educational needs.

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. The staff ratio is high and staff who handhold children are indicated in necessary.

9. Concerns

In the first instance parents/carers should contact the SENDCO with any concerns about the provision that the pupil is receiving at school. The SENDCO will then either deal with this directly or pass to the most appropriate member of staff depending upon the nature and seriousness of the issue.

10. Further Help and Support

Parents/carers can contact Middlesbrough's SEND Information, Advice and Support Service (SENDIASS) which is provided by Barnardos.

Barnardos offers free, confidential and impartial help for children and young people with SEN and/or Disabilities, and for their parents.

The service is available to help you make informed decisions around educational choices for children and young people with SEND. They are also able to help with other related issues as well, such as health and social care provision.

SENDIASS Contact information:

☎: 01642 310806 (Monday - Thursday, 09:00-17:00 and Friday, 09:00-16:30)

✉ **Email:** southteessendiass@barnardos.org.uk

🌐 **Website:** <https://www.barnardosendiass.org.uk/south-tees-sendiass/>

Middlesbrough Local Authority SEN Assessment Team 0-25

For more information regarding SEN in Middlesbrough please contact SEN Assessment Team 0-25:

☎ 01642 201831.

✉ sen@middlesbrough.gov.uk

Family Information Service

For information and advice about the services for children with special educational needs and disabilities (SEND) and their families living in Middlesbrough, described as the Local Offer, please contact the Family Information Service.

Family Information Service

Hemlington Children's Centre, Cass House Road, Middlesbrough, TS8 9EQ

Click [HERE](#) to access the Middlesbrough Family Information Service Directory.



Stockton Road
Middlesbrough
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