



Vane Road Primary School



**SEND INFORMATION REPORT**  
*For Parents and Carers*



Creation Date:  
To be reviewed annually.

## Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

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

## Our Trust Mission and Guiding Principles

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

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

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

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



## Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every

day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

# PARENT CHARTER

Our promise to parents of children with SEND in Lingfield Trust

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

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

**Lingfield**  
Education Trust 

## *What about..?*

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

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

A SENDCO (Special Educational Needs and Disabilities Co-Ordinator) is a qualified teacher who has the responsibility for ensuring children with special educational needs or disabilities (SEND) receive the support they need in school. The SENDCO will work closely with teachers, parents and other professionals to identify children who require additional help and support in order for them

to progress and succeed. The SENDCO will help put support plans in place, monitor progress and review strategies and support processes to ensure the needs of all children with SEND are being met appropriately.

The SENDCO at Vane Road Primary School is Mrs Elliott. You can contact them via email [delliott@vaneroad.lingfieldtrust.org.uk](mailto:delliott@vaneroad.lingfieldtrust.org.uk) or call the school office on 01325 300380.

Key contacts for SEND in our school are:

|  |                        |
|--|------------------------|
| <i>Head of School</i>                              | <i>Mrs Howe</i>        |
| <i>SENDCO</i>                                      | <i>Mrs Elliott</i>     |
| <i>SEND Governor</i>                               | <i>Mrs Collingwood</i> |
| <i>Designated Safeguarding Lead</i>                | <i>Mrs Howe</i>        |
| <i>Deputy Safeguarding Lead</i>                    | <i>Mrs Wren</i>        |
| <i>Pastoral Lead</i>                               | <i>Mr Grady</i>        |
| <i>Designated person for Looked After Children</i> | <i>Miss Wren</i>       |

### *Contact details:*

Vane Road Primary School

Vane Road

Newton Aycliffe

DL5 5RH

Tel: 01325 300380

Email: [admin@vaneroad.lingfieldtrust.org.uk](mailto:admin@vaneroad.lingfieldtrust.org.uk)

### *What kinds of SEN are provided for at our school?*

The Code of Practice categorises four areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical needs. These four areas. Below is a breakdown of the possible difficulties within each of the four areas.

Communication and Interaction – speech, language or communication difficulties, challenges using or understanding language, conditions such as autism spectrum disorder (ASD), speech delays, social communication difficulties, speech and language disorders.

Cognition and Learning – general difficulties acquiring and applying new knowledge and skills, learning disabilities, difficulties with memory, processing and problem-solving, developmental delays, specific learning difficulties such as dyslexia, dyspraxia or dyscalculia.

Social, Emotional and Mental Health – emotional difficulties, social challenges, mental health needs such as anxiety, depression or low mood, emotional dysregulation, attachment disorder, trauma-related difficulties, attention deficit hyperactivity disorder (ADHD), behavioural challenges.

Sensory and/or Physical – Difficulties with movements, co-ordination or motor skills, physical disabilities, sensory processing disorder, hearing, visual or multi-sensory impairment (combined hearing and visual impairment).

These areas help to categorise and understand the needs of our children, and by addressing these we can work to create an inclusive environment which meets the needs of each individual child to support personal development, progress and success.

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

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- ADD (Attention Deficit Disorder)
- Autism
- DCD (Developmental Coordination Disorder-problems with motor skills, organisation)
- Dyscalculia (difficulties with numbers, mathematics)
- Dyslexia (difficulties with reading, writing and spelling)
- General Learning Difficulties – children whose learning progresses at a slower pace
- Epilepsy
- Cystic Fibrosis
- Hearing impairment
- Other Physical or Medical Needs
- Social, Emotional and Mental Health issues
- Speech and Language Difficulties

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

Progress and development will be closely monitored by class teachers through ongoing observations and assessment. They will be looking for signs of difficulties within the different aspects of the child's learning, behaviour, communication or physical needs. If concerns arise, teachers will complete a SEND cause for concern form, and this will be discussed with the SENDCO. Parents will be informed of these discussions and encouraged to share their thoughts and concerns. The SENDCO will then decide whether any further movement through the SEND Code of Practice is necessary. If so, the child will be placed on the SEND register, and a support plan will be devised to ensure the appropriate support is in place. If further advice is required, the SENDCO will liaise with other specialists to plan and implement further support. For some concerns we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, Cognition and Learning, Autism and Social Communication Team, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services to address the needs as best as possible.

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

We aim to consult with parents about their child's education through regular, open and supportive communication. Formal parent's evenings take place regularly throughout the school year. Additionally, parents can make alternative appointments with their child's class teacher or via the school office if required, at a time that is mutually convenient. School may also consult with parents via telephone calls, emails or home-school communication books. Parents are also frequently invited into school to share a range of activities and to informally discuss their child's progress, which include enrichment afternoons, information sharing meetings, performances, school fayres and coffee mornings.

When discussing the needs of children with SEND, parents are encouraged to attend meetings and share their views around their child's progress and development. SEND support plans are reviewed and updated regularly, and new targets are set. Copies of these plans are shared with parents for their information, and to allow them the opportunity to contribute their views. Parents of children with an Educational Health Care Plan (EHCP) are invited to annual review meetings where staff, parents and often other external professionals work together to review progress, discuss concerns and set new targets.

The SENDCO plays a key role in ensuring parents of children with SEND are informed and involved in decision-making, particularly when identifying needs or planning further support strategies. We believe parental involvement is an essential part of understanding the child's needs and ensuring the correct support is effective and appropriate.

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

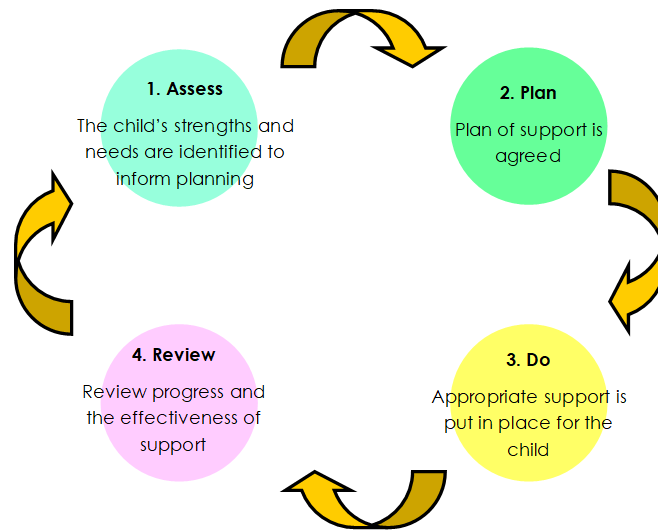
We actively involve children with SEND in their education by creating continuous opportunities for them to share their views, their wishes and feelings about their learning and support. This is done through regular discussions with familiar adults, using child-friendly visual aids and concrete resources for children to share their preferences. Children with SEND are also included in pupil voice discussions with the school governors and visitors.

In SEND support plans, where appropriate, children are given the opportunity to share their views on their education and support in place. Where appropriate children are involved in their target setting and reviewing their own progress during SEND support meetings. By involving children with SEND in these discussions, we build confidence, promote independence and encourage ownership of their own progress and development.

### *How do we assess and review children's progress?*

Regular reviews and assessments are an essential part of a child's educational development. It ensures the support in place is effective and appropriate in meeting the child's needs, and it allows teaching staff and the SENDCO to identify new or changing needs at an early stage.

To effectively assess the progress of children with SEND, we follow an Assess, Plan, Do, Review approach as described below:



**Assess** - The child's difficulties will be assessed to ensure the correct support is provided. Teachers, children and their parents will be involved in this stage of the process, giving them the opportunity to share their thoughts. This will be reviewed regularly.

**Plan** – School and parents and where appropriate, children will discuss the planning of support, and what it is we collectively want to achieve. All those involved will have a say in what support will be provided. A date will be set for when these outcomes will be reviewed and to see whether they have been achieved

**Do** – School will put the support from the planning stage in place. Support strategies will be shared with parents to encourage use at home, and to promote consistency for the child. The child's teacher remains responsible for working with the child on a daily basis, and the SENDCO and other specialist staff will provide further advice if needed. They will also work closely with teachers to track progress and monitor the effectiveness of the support strategies in place.

**Review** – The planned support will be reviewed regularly, teaching staff and the SENDCO will evaluate the effectiveness of the support and adapt if necessary. Reviews will be completed at a minimum of three times a year.

This ongoing cycle ensures that the provision and support strategies in place are effective and focused on helping the child reach their full potential. The benefit of taking this approach also provides the opportunity to regularly review what is working well and importantly what can be improved from both a child and teacher perspective. Embedding a review cycle allows us to continuously support the needs of our SEND children, as well as continuously refresh the strategies that we apply.

This should include the opportunities available to work with parents and young people as part of this assessment and review

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

In school we offer a range of additional support to ensure children with SEND are able to access learning and make a good level of progress. This support includes targeted interventions, differentiated teaching strategies, specialist resources, visual aids and assistive technology.

Alongside the support we offer in school, we work closely with a wide range of external agencies and specialists to seek advice, and to work collaboratively to plan and implement further support strategies. These services include:

- Speech and Language therapy
- Occupational therapy
- Educational Psychologist
- Outreach support
- STARS – Sensory Teaching Advisory Resource Service
- School nurse team
- CAMHS
- Social Care and Stronger Families
- Schools in Mind – Counselling and children's wellbeing service
- Attendance and Welfare service

Due to their expertise in their fields, these services can help school in supporting children with SEND by carrying out detailed assessments and providing recommendations for appropriate strategies and resources. By working collaboratively, we can ensure the most effective support is in place for our children with SEND.

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

In our school we support children with SEND through each phase of their education through a carefully planned approach. Transition from nursery into our reception class, from class to class or moving into our main secondary school providers is carefully planned and co-ordinated. This is especially true for our more vulnerable children such as those with a specific need because this change in their life has a potential to cause some degree of anxiety. How we ensure a smooth transition for our children with SEND is essentially through effective communication and carefully planned transition meetings with the child as well as their parents /carers and all other agencies working with the specific child.

Examples of how we do this are as follows:

#### **A child moving from Nursery into Reception Class**

Prior to starting school in September, our EYFS Teachers and SENDCo will contact the nursery providers via a telephone call and visit to discuss individuals and their needs. From that initial meeting if a child is identified as having a specific need and there is other 12 agencies involved then the SENDCo and/or key reception staff will attend any relevant meetings prior to the child starting in September. This is to ensure staff are fully informed of the child's needs and their background as well as who is actively involved working with the child. Parents/ Carers are then invited to an Induction Meeting in the Summer term in which they will meet their child's class teacher as well as other key staff including the Executive Head Teacher, Head of School and SENDCo. The child and parents /carers will then have a further opportunity to attend some sessions their new school. Depending on the child's needs we may also provide additional opportunities for them to visit the school. In September if a child's needs are such that the standard transition school arrangements need to be amended then this is discussed with parents and outside agencies and modifications would be made.

#### **A child moving from Class to Class**

The Class Teacher will hold a specific meeting with the child's next year group teacher in order to share information and any relevant records. The purpose of such a meeting is to share practice which works well for the child as well as discuss and identify steps to take to ensure a quick and

effective transition into the new year group. All children have a 'Moving Up' day where they spend a day in their new classroom and meet their new Class Teacher and the Support Staff.

### **April to July:**

Transition Assistants work with Year 6, supporting and building relationships with pupils, primarily those that have been nominated by the Class Teachers / SENDCo as requiring enhanced transition. During this time, they can also prepare a pen portrait for the pupils who will require an enhanced transition; as well as for all pupils collect information (for example, siblings at the secondary school they will be moving to and friendship groups to inform tutor group arrangements etc).

### **June and July:**

Extra visits to the secondary schools arranged depending on the child's needs as well as Year 6 visits to secondary schools.

### *What is our approach to teaching children with SEN?*

The Lingfield Teaching Compass aims to embed a 'SEND from the Start' approach which ensures our fundamental offer provides a fully inclusive, broad and balanced curriculum for all children, including those with SEND. Teaching staff provide this through quality first teaching; a high standard of teaching that all children receive daily. This involves well-planned, engaging and accessible lessons that are adapted appropriately to meet the needs of all learners. This is implemented through a range of strategies such as visual aids, reduced language, use of prompts and particular seating arrangements. An accessible curriculum ensures all learners, regardless of their individual needs can participate in learning, make progress and feel included.

If a child with SEND is not making expected progress through quality first teaching, additional targeted support will be implemented focusing on specific areas of learning, such as reading, writing, maths, speech and communication or emotional regulation. Teachers and the SENDCO will work together to plan this additional support and to implement strategies or interventions to allow children with SEND to continue to access the curriculum.

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

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. In order to meet this challenge, our school has:

- Dedicated SENDCos with significant SEND experience and qualifications to oversee the provision for all children with additional needs across the school.
- The SENDCos attend key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- A high level of teaching support to ensure children with additional needs are well supported in all lessons.

## **Some examples of additional provision which could be suitable for a child with SEND include:**

Some individual teaching, following dedicated programmes to address specific needs, e.g. Spelling difficulties - NESSY and/or programmes directed by Speech Therapists, Educational Psychologists or the Cognition and Learning Team. Early bird Sessions which take place three mornings a week before school, which SEND children are invited to attend so they do not miss learning during the school day. Small group focus work to address shared issues, e.g. fine and gross motor skills groups or Specialist interventions, e.g. Occupational Therapy or Speech and Language. Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs. Additional resources to enable better access to the curriculum, e.g. seating/writing apparatus that have been suggested by professionals. Thorough assessments undertaken by Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed. ICT resources, e.g. reading pens, ICT programmes to address specific needs.

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

We consider the needs of children with SEND and following the advice and recommendations shared through external services, we identify the required equipment and resources. These range from learning resources, sensory and physical support, emotional wellbeing tools, technological support and professional services. This is secured through school budget or the local authority's high needs funding. School also carry out regular reviews to ensure facilities are appropriate and inclusive, making reasonable adjustments in line with the Equality Act 2010 to promote full access and involvement for all children with SEND.

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

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is a programme of professional development to ensure teachers, teaching assistants and support staff meet the special educational needs of our children and stay up to date with current research into teaching, learning and safeguarding. The SENDCO holds the National award for Special Educational Needs and Disabilities qualification.

All staff are encouraged to enhance their skills and knowledge through ongoing continuous professional development. This includes training in areas such as autism, ADHD, dyslexia, sensory needs or targeted training such as the delivery of interventions, phonics programmes or occupational therapy strategies. The SENDCO directs class teachers to courses or training that are appropriate for particular children they are working with. Staff with expertise or a specialism share their knowledge and best practice amongst other staff to strengthen the quality of teaching and support across school.

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

If a child's needs are not being met through Quality First Teaching and targeted in-school support, and there is evidence that more specialist support is required the SENDCO will seek further advice

from external services. This usually follows the assess, plan, do, review approach, where school have identified concerns, implemented support and monitored progress over time. Following consultation with parents, the SENDCO will submit a referral to seek further support. This could include a speech and language therapist, occupational therapist or educational psychologist.

Vane Road works with a range of specialists regularly throughout the year, to provide regular support for children with SEND. Some of these include the speech and language service, the outreach and inclusion team and educational psychologist. The SENDCO co-ordinates these partnerships, arranges visits, assessments and termly reviews to ensure the advice and support shared is used effectively in school. Collaborative work between school and these services is essential in the planning and implementation of appropriate and effective support for children with SEND.

Vane Road has a Service Level Agreement (SLA) with a designated Educational Psychologist. This agreement gives a small amount of allocated time to include consultation and advice on individual children, families, and staff, conducting psychological assessments to understand learning and emotional needs, providing training and capacity building for schools on topics like inclusion and well-being, and delivering direct interventions or supporting staff in doing so.

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

To ensure support and strategies in place are meeting individual needs and enabling progress, SEND support plans and EHCPs are reviewed in line with national standards. This involves you as parents, teachers, specialists and the child where appropriate. Academic and personal development progress is monitored using assessments, observations and reports. We use provision mapping to review progress and attainment to identify which interventions and strategies have had the most impact. Pupil voice is gathered to understand your child's views on their support and progress. The SENDCO and school leadership teams use this evidence to adapt and improve the provision to ensure it remains suitable and effective.

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

We believe all children including those with special educational needs should be offered a broad, balanced and inclusive curriculum. Children with SEND are supported to take part in all activities alongside their peers, including physical activities through the planning and implementation of reasonable adjustments. To enable this, a range of differentiated strategies will be considered, such as additional adult support, adaptive equipment and resources, simplifying instructions and vocabulary, adjusting tasks or using visual aids or assistive technology to suit specific needs. In order for these support strategies to be successful, teachers and the SENDCO carefully plan and introduce these to the children for them to participate safely and confidently. Where necessary, risk assessments and individual support plans will be used to ensure children can access activities and feel valued and included.

We invite all children including those with SEND to participate in our wide range of after school and lunchtime clubs, which are also differentiated and adapted to meet the individual needs of children as well as promote inclusivity. Our clubs offer opportunities to develop a range of academic and social skills as well as developing independence, communication, resilience and self-help skills.

### *What support is available for improving emotional and social development?*

Emotional and social skills are delivered through weekly PSHE lessons. In addition to this, we offer a range of support to promote the development of emotional and social skills. Our Pastoral Manager, Mr Grady, supports children and families in many different ways through our links with local community groups, organisations and services. We have a well-planned PSHE/RSE Curriculum (Jigsaw) which runs throughout the school and run social development programmes/interventions such as Lego Therapy, Talkabout and Time to Talk for those children who require extra support with social skills and cues.

We place great importance on promoting and supporting a child's positive social and emotional well-being. We are a friendly and open school. We encourage children, parents and carers to speak to key members of staff each day. We are also happy to speak over the telephone to those parents who work during the day. We use Child and Adolescent Mental Health Service (CAMHS) to support where necessary. We run Social Groups and Programmes including using recommended strategies and resources from the Autism and Social Communication Team. We support the children fully when they move to secondary school. We provide staff to accompany the children on their visits and members of the transition team spend time in our school every Summer Term. We hold regular Parents Evenings and extra Support Plan Meetings three times a year for those children with SEND. We hold SEND coffee morning each term for parents to have discussions with other parents and the SENDCo, whilst also having an outside agency deliver an informative pitch regarding the services and help that can be offered to our parents.

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

Mr Grady is our Pastoral Manager here at Vane Road School.

His role includes working in partnership with school leaders, classroom-based staff, parents, pupils and other professionals to address barriers to learning and ensure that all pupils are able to engage with education.

He has other roles in school including attendance monitoring, behaviour support, emotional support, managing medical issues in school and some aspects of safeguarding.

He is also here to support parents and can work with parents looking at Early Help Intervention and signpost to support services available to families and to help with Early Help Referrals and assessments.

If you feel you need some extra support, please contact Mr Grady through the school office, DOJO or e-mail [lgrady@vaneroad.lingfieldtrust.org.uk](mailto:lgrady@vaneroad.lingfieldtrust.org.uk)

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

Each SEND child who is looked after through the local authority will have a personal education plan (PEP). This ensures children are offered support tailored to their individual needs. School work with the local authority, health and social care and carers to review the plan termly. A designated teacher for looked after children (Miss Wren) works closely with the Class Teacher and SENDCO to ensure the child's needs have been identified and their needs are being met. We also work with carers, virtual schools and social workers to provide a consistent, nurturing learning environment with an aim to promote stability and inclusion.

We monitor and track the achievement and attainment of all looked after children at regular intervals and will provide the Local Authority with termly information in line with the Virtual School pupil tracking system.

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

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

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

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

The 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). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to

<https://www.durham.gov.uk/localoffer>

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

There are several support services available for you as parents and carers. They offer free, confidential and impartial advice about the special educational need processes.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). A free, impartial, and confidential service provided by Barnardos, offering information to young people with special educational needs and disabilities and to their parents and carers.

Parent carer forums – Local groups run by parents or carers of children with SEND who work together to improve services for families in the area. They share experiences, influence local decision making.

Local Authority services – Family support workers, early Help or SEND caseworkers who offer support through referrals, assessments and care plans.

Local Offer website – Every local authority offers a list of services available to parents, carers and their families offering advice and support.