

# The Rydal Academy

## SEND Information Report

**Accepted by:** The Rydal Academy LGB October 2016

**Approving Body:** Local Governing Body

**Committee:** LGB

**Review Cycle:** annually

**Last reviewed:** October 2020

**Date for next review:** October 2021

### **1. Introduction:**

The Rydal Academy sees all children as unique and believe that our curriculum promotes the development of the whole child as confident, imaginative and independent learners who are able to face the future with resilience, creativity and enthusiasm.

### **2. Definitions:**

Section 6 of the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015) defines children and young people as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

If it is established that a pupil had an additional special educational need it will fall into one of four broad areas of need as specified by the Code of Practice: 0 – 25 years (January 2015)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

### **Disabled children and young people**

Many children and young people who have SEND may have a disability, which under the Equality Act 2010 is described as ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant

overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

### **3. The kinds of Special Educational Needs (SEN) that The Rydal Academy cater for:**

The Rydal Academy is an inclusive school and supports pupils with a wide range of SEND needs including pupils with speech, communication and language needs (SCLN), pupils with autism (ASC), pupils with moderate learning difficulties (MLD), pupils with specific learning difficulties (SpLD), pupils with social, emotional and mental health difficulties (SEMH) and pupils with visual impairments (VI), hearing impairments (HI) as well as pupils with physical disabilities (PD). This is reflected in every classroom and throughout our school day.

Quality first teaching (QFT) ensures that all pupils have correctly tailored scaffolding to maximise their learning. This can mean small adjustments, like sitting close to the teacher to more significant modifications, such as students having specialist equipment. Differentiated activities are planned into lessons so that every child can fully engage and take part in class. Differentiation can take the form of presenting and recording work in different ways, support from a teaching assistant, specialised resources or work set with differing challenges and/or outcomes.

### **4. Identification of pupils with SEND:**

Our school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice.

The triggers for intervention should be underpinned by a range of evidence collected through parental feedback, in-house assessment and professional input about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas,
- presents persistent social, emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Special educational provision is co-ordinated by the SENCo in accordance with the SEND Code of Practice: 0-25 years (January 2015). However support is provided, progress is monitored to help the pupil achieve the expected outcomes and remove any barriers to learning.

### **5. Special Educational Needs co-ordinator (SENCO):**

Miss Truby is the SENCO as defined in the revised SEND Code of Practice and has overall responsibility for provision for those pupils identified as having SEND. As part of the SENCo

role, she will provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching, advise on the graduated approach to providing SEN support, be the point of contact for external agencies (especially the local authority and its support services), liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned, ensure the school keeps the records of all pupils with SEN up-to-date and work with the head-teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010.

## **6. Arrangements for consulting parents and pupils with SEN:**

All pupils with SEND will have a support plan in place, which depending on the level of SEND needs will take varying forms. All pupils who receive SEND support and parents of pupils with SEND will be asked to contribute their views to support plans during formal reviews.

### **SEND support**

Pupils and parents of pupils working at a SEND support level will be invited to discuss support during these meetings views on strengths, difficulties and needs will be sought. The provisions that each child receives will be added to a provision map. The provision map is a working document that is reviewed at least termly. The provision map details children's specific targets and the interventions they are to access to help them achieve the given target. If parents decline or fail to attend the review meeting, a copy of the SEND Support Plan will be sent home asking parents to meet with the class teacher to discuss support. Parents/carers are involved in the review of their child's SEND Support Plan on a regular basis.

### **One Plan**

Pupils and parents of pupils who have a higher level of SEND (who may require more intensive support or have a greater level of need) will be working at a SEND support level but their needs will be recorded on a One Plan. The purpose of this document is to document multi-agency involvement and information in one place, in anticipation of an Education, Health and Care Plan (EHCP) assessment being made. These plans are normally compiled in consultation with the pupil, parent/carer and any other professionals involved in their education, health and/or social care. These plans are reviewed at least each term with the meetings chaired either by the SENCo or shadow SENCo.

### **Education Health and Care Plan**

As well as regular attendance of Parent Pupil Progress meetings, pupils with an Education Health and Care Plan have an additional annual person-centred review of their progress. Parents/carers and any professionals who are currently involved or originally contributed to the EHC plan will be invited to attend an annual review and provide a summary of needs and progress. The EHCP review is chaired by the SENCo or shadow SENCo and is attended, where appropriate, by the pupil, parents/carers; any other agencies previously or currently involved are also invited to attend. During or following the review meeting, the amended EHCP and the Annual/Interim Review Form are sent to the local authority. Parents receive a draft-amended copy with any proposed changes from the local authority. Parents can make any further amendments to the draft Education, Health and Care Plan before a final copy is issued.

## **7. Arrangements for assessing and reviewing pupil progress:**

As a school we measure children's progress in learning against age related expectations. Teachers assess children's progress on a regular basis and more formally at the end of each term. If a child fails to make adequate progress, we discuss the reasons behind this. Teachers may well be able to add/alter teaching methods or resources to accelerate progress. At other times, the child may take part in an intervention/s. At the end of each intervention period the child will be re-assessed so that we can check progress is being accelerated and targets achieved.

## **8. Arrangements for supporting between year groups and phases:**

We encourage all new children to visit the school prior to starting. During this initial visit they will be shown around the school and any concerns can be addressed. When pupils are in school their needs are reviewed termly between the teacher and SENCo, with details of provision received shared with parents and pupils during PPC's and formally recorded on a provision map. At the end of each academic year, the information gathered throughout the year relating to each individual needs is shared during transition hand-over meetings.

Throughout the year all pupils will have the opportunity to meet a variety of staff within their phase. Before moving into a new class, whenever possible, all pupils will spend some time with their new teacher in their new classroom. If a pupil is identified as having a special educational need or disability extra support may be put in place, which could include extra visits, transition booklets or social stories. When your child reaches year 6 and is ready to transition to a new school many of the feeder secondary schools will run an induction based on the individual needs of the pupil.

## **9. Approaches to teaching:**

Work activities within class are pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however, on occasions this can be further differentiated for individuals. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Children are encouraged to challenge themselves by selecting their own level of work. If a child does require additional support teachers and teaching assistants will encourage pupils to work independently, using metacognitive strategies (strategies to help thinking skills develop). However, if pupils continue to need support from an adult to help them achieve their learning targets, teaching assistant support can be put in place.

Teaching assistants support individuals or small groups in class by providing advice, support and strategies so that children can make progress towards achieving the learning outcome. Additionally, teaching assistants are responsible for delivering most of the interventions in school. We provide on-going training so that teaching assistants can deliver interventions successfully, with confidence. At all times, teaching assistants work closely with class teachers and the SENCo.

## **10. Adaptations to the curriculum and environment**

To make the school an inclusive setting, a wide range of adaptations are put in place – these can range from quality first teaching strategies, such as simplifying, reducing or repeating information to employing strategies suggested by professionals to support engagement in lessons. All pupils have access to a range of resources, which promotes and encourages concentration such as fidget aids, ear defenders and wobble cushions. If and when required, resources can be adapted to the needs of the individual for example those with a visual impairment of a specific learning difficulty such as dyslexia. Adaptations can also be made to

the learning environment, for example providing a student with a workspace, desk divider or visuals to help them concentrate or remain on task. Additionally, room layouts can be changed to support people with physical needs so that space is not a barrier to their learning or engagement.

If an intervention is required, they are carefully monitored in order to ensure that they have an impact on children's learning. Sometimes interventions take place outside the classroom but we strive to ensure that what is learned and practised outside of the classroom is applied to learning inside the classroom as well.

### **11. Expertise and training of staff:**

The vast majority of our TAs have had training in a wide range of SEND related issues including language development, autism spectrum condition (ASC), moderate learning difficulties (MLD), dyslexia, phonics and attachment disorder. Every year, we review our safeguarding policy and deliver staff training around procedures and protocol. All staff have up-to-date First Aid training; specific training is delivered on an ad-hoc basis.

- The school have one Teaching Assistant who has had some Speech and Language Therapy training and are therefore able to deliver Speech and Language sessions to children according to their individualised reports.
- The school also has two Teaching Assistants who are responsible for social, emotional and mental health and well-being. They are responsible for working with targeted individuals or groups of children to improve mental health and well-being including offer support to raise self-esteem, resilience and develop anger management techniques.
- The school also has one Teaching Assistant trained to communicate through Makaton and another two teaching assistants who are able to communicate using British Sign Language. Additionally, there are two fully trained members of staff who are familiar with and have successfully used PECs as an alternative tool for communication.

### **12. Evaluating the effectiveness of provision:**

In school, because we track each child's progress we are able to set individual targets. Sometimes we record these targets formally through a ONE Plan or into an Education, Health and Care Plan. Any targets that are set for children, which are different or additional to others, are recorded in a provision map. The provision map is reviewed regularly to see whether it has been effective in helping children to achieve their targets. We can review the data from the provision map to feed in with teacher assessments and monitor children's progress academically against age expected levels. If children are not making progress as expected, even with support, we will review their assessment data through a process of smaller steps to ensure progress is made.

### **13. How pupils with SEN are enabled to engage:**

The Rydal Academy is an inclusive school and several strategies are widely used to support and promote inclusion. Each pupil's needs are unique and so receive support as required by their need. However, in school we offer all pupils access to aids such as ear defenders, coloured over-lays and move and sit cushions etc. Visuals are used in every class to support routines and understanding. Staff are aware of the language demands of the curriculum and can cater to the needs of individuals using quality first strategies, based on their knowledge of the three tiers of language. Should pupils have specific needs resources or strategies recommended, we will endeavour to ensure the appropriate support is put in place.

#### **14. Support for improving social and emotional development:**

As a school we place an emphasis on recognising positive behaviour. The school has a number of strategies to support the emotional and social development of all pupils. All staff follow the school behaviour policy to promote positive behaviour and recognise and act on negative behaviours. Currently, pupils have class play times supervised by staff known to them, as well as supervised lunch times giving pupils the opportunity to make relationships with other adults within school.

In school, we place much emphasis on self-regulation and mindfulness. Strategies to support these are regularly taught across the whole school in order to promote resilience. We encourage children to use taught strategies in class – however, should pupils require extra help and support they can seek further advice or input from the pastoral team.

If a child has behavioural difficulties, a personal behaviour plan is written alongside the pupil and their family to identify the specific issues, put relevant support in place and set targets. We log all incidents of poor or bad behaviour to analyse trends. We use this information to tailor support and organise interventions.

Mrs Galey, Mrs Alexander and Miss Edgerley, who make up the pastoral team are here to support pupils in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs. The pastoral team are here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental way. Mrs Thurland works closely with all staff in school, parents/carers and a range of outside agencies throughout to ensure that all pupils are adequately safeguarded. She is the first point of contact in school for supporting pupils looked after in alternative care arrangements or by the Local Authority.

#### **15. How the school involves other bodies:**

As a school we work closely with any external agencies that we feel are relevant to individual pupils needs including - Health: School Nurse, General Practitioners, CAMHS (Child and Adolescent Mental Health), Paediatricians, OT (Occupational Therapist), Physiotherapy and the Speech & Language Therapy service. We also work very closely with the Early Years Inclusion team, Social Care and Education Psychologists, advisory teachers for the visually and hearing impaired and the Social Communication outreach Service (SCoS) for pupils with social communication difficulties or ASC. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission to pursue any kind of professional intervention.

#### **16. Making a complaint:**

When concerns are raised they are dealt with openly, immediately and efficiently. For concerns, small issues or questions we ask parents to talk to teachers first, then to a member of the Senior Leadership Team, then in the third instance to the Head-teacher or Deputy Head-teacher.

If you continue to be unsatisfied with the handling of a complaint, please refer to the complaints procedure.

#### **Useful Contacts - 01325 380784**

Miss L. Truby (SENCo)

Mrs. C. King (Shadow SENCo)

Mrs J. Thurland (Designated Safeguard Lead)

Mrs A. Galey (Assistant Head teacher, Personal Development, Behaviour and Welfare Lead)

Mrs S. Alexander (Personal Development and Family Wellbeing Advisor)

Mrs T. Dodds (Speech, language and Communication Advisor)

### **Links with other policies and documents:**

The following policies are available at [www.rydal.swiftacademies.org.uk](http://www.rydal.swiftacademies.org.uk) under the header 'key info' - 'policies'.

- SEND Policy
- SEND Local Offer
- Supporting pupils with medical conditions
- Behaviour Policy
- Equality information objectives
- Accessibility Plan
- Complaints Policy

### **17. Further sources of information:**

**The Local Offer** - The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies.

<http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

If your child has a special educational need or disability and you would like further information or help contact Darlington Special Educational Needs - Information, Advice and Support Service (SEND IASS) <http://www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/information,-advice-and-support-service/>

### **The Rydal Academy Local Offer**

#### **How does The Rydal Academy know if children need extra help?**

Children may be identified as having SEND through a variety of ways including the following:-

- Concerns raised by parents,
- Concerns raised by the class teacher for example, if behaviour or self-esteem is affecting performance,
- Pupils identified as performing below age expected levels,
- Liaison with previous setting,
- Liaison with external agencies e.g. physiotherapist,
- Health diagnosis through paediatrician/doctor

Our school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the SEND Code of Practice.

The triggers for intervention should be underpinned by a range of evidence collected through parental feedback, in-house assessment and professional input about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,

- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas,
- presents persistent social, emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

As a school we measure children's progress in learning against age related expectations. Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track progress from entry through to Year 6, using a variety of different methods including Foundation Stage Profiles and End of Year Expectations.

Children who are not making expected progress are identified through our termly Pupil Progress Review meetings. A discussion takes place concerning why individual children are experiencing difficulty and what further support might be given to aid their progression.

### **What should I do if I think my child may have special educational needs?**

If you think your child has a special educational need talk to us – we are here to help. Firstly contact your child's class teacher. If you require more information contact our SENCo or a member of staff you feel comfortable with. We will make a note of your concerns and put together a plan of action, whether that be an observation of your child, a discussion with the class teacher, implementing a programme of work provided by a specialist or looking to support your child in class.

### **How will The Rydal Academy staff support my child?**

The SENCo will closely monitor the provision and 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 they make progress in all curriculum areas. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group to support them. The support your child receives will be explained to parents during the Parent Pupil Consultations held throughout the year.

### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Children are encouraged to challenge themselves by selecting their own levelled work.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

The class teacher will meet with parents throughout the year to discuss your child's needs, support and progress. For further information the SENCo is available to discuss support in more detail.

- If your child accesses any additional support or interventions these will be discussed and recorded on a Support Plan – which is written, taking into account the views of both children and parents/carers.

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.

- If your child has a ONE Plan in place, the set targets are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an EHC Plan (Education Health and Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

### **How do we know if the support or strategies used have had an impact?**

In school because we track each child's progress we are able to set individual targets. Sometimes we record these targets formally through a ONE Plan or into an Education, Health and Care Plan. Any targets that are set for children, which are different or additional to others, are recorded in a provision map. The provision map is reviewed regularly to see whether it has been effective in helping children to achieve their targets. We can review the data from the provision map to feed in with teacher assessments and monitor children's progress academically against age expected levels. If children are not making progress as expected, even with support, we will review their assessment data through a process of smaller steps to ensure progress is made.

### **What support will there be for my child's overall well-being?**

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher can liaise with the SENCo, Pastoral Lead or Designated Safeguarding Lead. If we feel that your child can benefit from further support with social, emotional, behavioural or speech and language issues, we can refer to our in-school support service. If further or specialised advice is needed we may ask for support from outside agencies.

- The school has two Teaching Assistants who work under the direction of the Personal Development, Behaviour and Welfare Lead Professional/Assistant Head Teacher, to provide social and emotional support to children during the school day as well as advising teachers on strategies that may be useful in class. The Personal Development, Behaviour and Welfare Lead Professional monitors the attendance alongside the Education Support Officer.
- We have 2 members of staff who are qualified to deliver 'Drawing and Talking' a non-intrusive method of working with children who need help to support their emotional learning needs.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long-term illness such as asthma and diabetes. In such cases a 'Health Care Plan' may be put in place.

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

Children from Reception through to Year 6 complete an annual questionnaire each year during the Spring term to support school improvement. They also write a pupil school evaluation, which highlights the things they are most proud of about our school and the things they think we can do better.

### **What support is there for improving behaviour, attendance and avoiding exclusion?**

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children. If a child has behavioural difficulties, a

personal behaviour plan is written alongside the family to identify the specific issues, put relevant support in place and set targets. We log all incidents of poor or bad behaviour to analyse trends. We use this information to tailor support and organise interventions. This is monitored by the pastoral team.

### **What specialist services and expertise are available at or accessed by The Rydal Academy?**

Our SENCo and shadow SENCo are fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs including: Health: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT (Occupational Therapist), Physiotherapy and the Speech & Language Therapy service. We also work very closely with Early Years Inclusion, Social Care and Educational Psychologists. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission to pursue any kind of professional intervention.

### **What training have staff had or going to have?**

The vast majority of our TAs have a variety of SEND training, including training in Team Teach, Attachment Disorder, Moderate Learning Difficulties, Dyslexia and phonics alongside yearly Child Protection Level 1 training.

- The school have one Teaching Assistant who has had some Speech and Language Therapy training and are therefore able to deliver Speech and Language sessions to children according to their individualised reports.
- The school also has two Teaching Assistants who are responsible for social, emotional and mental health and well-being. They are responsible for working with targeted individuals or groups of children to raise self-esteem, resilience and develop anger management techniques.
- The school also has one Teaching Assistant trained to communicate through Makaton and another two teaching assistants who are able to communicate using British Sign Language. Additionally, there are two fully trained staff who are familiar with and have successfully used PECs as an alternative tool for communication.

As a staff we have regular training and updates of SEND conditions, use of medications and resources or interventions available for our children in order to ensure all staff are able to manage pupils accordingly.

Every year, we review our safe-guarding policy and deliver staff training around procedures and protocol. All staff have up-to-date First Aid training; specific training is delivered on an ad-hoc basis.

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

Our school is situated on one floor so is fully wheelchair accessible. We have ramps for wheelchair access at key points throughout the school. We have accessible toilets and

changing facilities in both the EY/Key Stage 1 and Key Stage 2 buildings. Any other resources needed for access may be assessed by Occupational Therapy (OT) and Physiotherapy in order for safety for all. For children with Visual or Sensory Impairments (VSI) Visual their needs are supported by the Low Incidence Needs Service.

### **How does the school communicate with parent/carers?**

We make every effort to communicate with every parent or carer. If a child's key carer does not speak English as a first language we will attempt to communicate through a translation programme or by sending letters home – translated into the child's native language. We have one member of staff whose first language is Polish, who is able to act as interpreter, if needed. We encourage children who speak English as an additional language to act as mentors to younger or newer pupils, who speak the same first language.

### **How will the school prepare and support my child to join/transfer to a new school?**

We encourage all new children to visit the school prior to starting. During this initial visit they will be shown around the school and any concerns can be addressed.

Transition arrangements might take many forms; it may include transition support and visits to the new school, meetings with parents or involvement of the Darlington Information, Advice and Support Service. Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable children.

We liaise closely with staff when receiving and transferring children to different schools ensuring that all relevant paperwork is passed on and all needs are understood. If your child has complex needs then an Education Health Care Plan (EHCP) review may be used as a transition meeting during which we will invite staff from both schools to attend.

### **How are the school's resources allocated and matched to children's special educational needs?**

In school, we try our best to ensure that every child has the right level of adult support. The Head Teacher and SENCo have regular meetings to discuss SEN related issues. During these meetings support and interventions are discussed. Teaching Assistants are assigned to cohort groups, classes or teachers based on the needs of the children within each class. We will often allocate Teaching Assistants (TA) who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. Some children who have an Education, Health and Care Plan (EHC Plan) will be assigned the level of support they need in school - we often provide over and above this level of support.

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

In school, if your child is significantly behind their peers or has a specific issue with speech, language, emotional health and well-being they will be referred to the SENCo and will then be supported through the stage known as SEN support. If they continue to make little or no progress, the SENCo might suggest a ONE Plan be initiated. This is where the advice of others involved with your child contribute to the setting of individual, specific targets. If your child still needs a considerable amount of support, if they have a complex physical or learning need a request may be made to the local authority for consideration of an Education, Health and Care Plan (EHCP). As Education, Health and Care Plans require a significant amount of support for children to achieve their targets, funding is attached – meaning children normally have additional adult support for some of the school day. When school identifies that your child will benefit from extra support your views will be sought and taken into consideration at each stage.

### **Who can I contact for further information?**

In the first instance, it is best to meet with your child's class teacher. However, if your concern is around education, progress or attainment, Mrs Turnbull is the Deputy-Head teacher who oversees and has responsibility for these areas. Mrs Thurland will be the best

person to see around issues relating to safeguarding and Miss Truby for issues regarding provision and support for children with special educational needs or disabilities. The Head teacher, Mr Armitage, is available to show prospective pupils and parents/carers around the school.

### **Links with other policies and documents**

Accessibility Plan  
Behaviour Policy  
Equality information objectives  
SEND Policy  
SEND Information Report  
Supporting pupils with medical conditions

The Local Offer - The purpose of the Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies.

<http://darlington.fsd.org.uk/kb5/darlington/fsd/disabilities.page?disabilitieschannel=0>

If your child has a special educational need or disability and you would like further information or help contact Darlington Information, Advice and Support Service (IASS)

<http://www.darlington.gov.uk/education-and-learning/special-educational-needs-and-disabilities/information,-advice-and-support-service/>