



Information Report

September 2024

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What is a Local Offer?

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs (SEND) Information Report every year.

The report explains how the school meets the needs of children with SEND. It will be published on the school website and as part of the Durham County Council 'local offer' website

The key aim of Lingfield Education Trust and each of its schools is to help all pupils – including those with SEN and disabilities – to achieve their very best and become successful, well-rounded individuals. We believe that all children should have access to high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2020. Our school regularly assesses all of our pupils, enabling us to determine those who may have special educational needs as early as possible.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery.

Who are my main points of contact at Woodham Burn Community Primary School and Nursery?

Your first point of contact at the school is the child's class teacher.

The Special Educational Needs Coordinator (SENDCO) is responsible for managing and coordinating the support for children with special educational needs, including those with Education, Health and Care Plans (EHCP's). They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Head of School	Mr Damian Sparrow
Deputy Head Teacher and SENDCo	Mrs Fiona Anderson
Assistant Head Teacher	Mrs Jayne Johnson
Designated Safeguarding Lead	Mr Damian Sparrow
Deputy Designated Safeguarding Leads	Mrs Fiona Anderson / Mrs Karen Robinson / Mrs Jayne Johnson
Designated Person for Looked After Children	Ms Melanie Stubbs
Pastoral Manager	Mrs Karen Robinson
Mental Health Lead	Miss Karen Roberts

Admission

If you want a place for a child with Special Educational Needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Our Admissions Policy is available on our school website.

What is SEND?

Which children does Woodham Burn Primary School and Nursery provide for?

We are a primary school and we admit pupils aged 3 – 11 years. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

Cognition and Learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger's Syndrome.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties can manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behavior. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder and attachment disorder.

Sensory and / or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included within our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

How does school identify children's special educational needs?

QFT for all children is expected from all teachers, in all year groups at all times. Where a child is not making expected progress, a short note is written. A short note is a profile of the child, written in partnership with parents depicting what is going well and what needs further development. A short note highlights that an enhanced level of teaching is required around the development points identified. A short note can be in place for two terms. It is hoped that during this time, the child will catch up to peers.

SEND Support Plan – A child who (through a short note) demonstrates they need additional support above QFT, will be moved onto a Support Plan. This is a higher level of support that is becoming more individualized and the child has targeted intervention around tight outcomes. At this stage, outside agencies may not be involved. If a child makes progress, they can be removed from a SEND Support Plan.

Top Up Funding (TUF) – Children at this level will have more complex needs that require involvement from external agencies. These children will have a SEND Support Plan and school may then need to consider to apply for TUF to further support the needs of the children in school.

EHCP – A small percentage of children will have longstanding and complex additional needs. The level of need will be clear and can be evidenced. A request may be made to the local authority for a ‘Statutory Assessment’ of the child’s needs. An Education, Health and Care Plan (EHCP) is issued by the Local Authority if the assessment indicates this would be beneficial. EHC Plans are a statutory document that must be reviewed every 12 months. Reviews are undertaken in partnership with the child, parents, staff and any other professionals involved with the child. The review will focus on the child’s progress towards achieving outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. A Local Authority SEND Officer will attend the meeting if significant changes have been identified or if a change of provision may be appropriate.

How does the school teach and support children with SEND?

In common with all schools in Lingfield Education Trust, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are ambitious. We deliver high quality teaching that is differentiated and personalised and meets the needs of the majority of children and young people. Some children need education provision that is additional to and different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated objectives, activities and teaching approaches
- Ensuring children know what they have to do – clear instructions and simple language
- Use of supportive techniques such as visual timetable, modelling, scaffolding
- Structured routines
- Reward and sanction systems that take account of the SEND needs of the child.

Some learners in school require further support to enable them to access learning. This is undertaken in our Hive.

Our Hive Provision

The Hive – Woodham Burn Community Primary School

The Hive was set up in September 2022 to begin to develop a long-term vision to meet the needs of our young people, who require significant support in their learning (morning focus) or to support their SEMH needs (afternoon focus). The Hive is being developed to support and empower children with specific or significant needs.

The Hive will cater for the complex learning needs of children from Year 1 – Year 6, who are experiencing significant delays or difficulties as well as those children who are in receipt of an EHCP or undergoing statutory assessment for an EHCP. The desire is to equip and support the children with the skills and tools needed to make progress with carefully planned for tasks and a timetable which is incorporating sessions to support needs such as Speech and Language, fine motor skills, sensory circuits, sensory breaks, social skills support and basic number and literacy skills to help the child to make progress and succeed.

The Hive will also cater for children with SEMH needs, those with ASC or anxiety, or those whose complex behaviour needs mean it is difficult for them to access class learning. This will take place through the Nurture approach. This will take place 4 afternoons per week. Children who are chosen for Nurture will engage in this approach for a minimum of 2 terms, maximum of 4 terms.

The desired outcome for the Hive provision would be to help develop the whole child and make progress against personal targets and, with some children the goal will be to have supported the child to close gaps and be able to access some areas of the curriculum in their mainstream class with appropriate inclusive resources and where possible support.

Is this an inclusive approach?

This model is **not** designed to exclude children from being with peers nor is it to exclude them from the school community. The Hive model is there to provide some further support for children who are experiencing **significant delays or significant SEMH needs** and will find it an increasing challenge to access learning within their year group.

The idea is to put in this intensive support to help the children to progress and equip them with the skills to become emotionally intelligent, resilient and autonomous learners. The children's progress will be reviewed regularly and at the end of the academic year, a decision will be made with regards to the child's provision. Transitions will be well planned and thought out and, if a child is to return to mainstream class for the next academic year, there will be plenty of transitional opportunities. The children will be given experiences based on their strengths and areas of further development. They will be appropriately challenged and children will, when the time is appropriate, be challenged to access learning within a FS/KS1 class i.e. for Maths session, English session, Guided Reading or topic lesson to further stretch their ability to access more formalised learning and have other children within their year group modelling how to be a good learner and also modelling speech and language.

Intention

Our Hive will aim to provide support and High-Quality planning to meet certain intentions;

- Transform the lives of children to enable them to achieve their full potential through innovation in the curriculum, inclusion and effective partnership working with families and other key agencies in the field of SEN and disability.
- Develop the whole child through a personalised and child centred approach to learning delivered through a fun and active, broad and balanced curriculum incorporating a range of different teaching approaches and learning opportunities to enable progression.
- Provide an exciting, interesting, stimulating and appropriate high-quality education that respects each individual child's aspirations, educational and behavioural needs, their rate of learning and preferred methods or strategies.
- Develop communication skills for a variety of purposes thus enabling our children to have a voice in all aspects of their life.
- Develop a healthy lifestyle for all by enabling our children to learn how to understand and apply the basic principles of health, hygiene and staying safe.
- Develop each child's physical skills to their maximum potential including flexibility, posture or movement through a range of methods including Physical Education and Occupational Therapy advice and strategies to promote improved physicality.
- Promote high expectations of appropriate behaviour and for children to become responsible for their actions and decisions.
- Be a community where every child is a valued member and instil a sense of pride and self-respect by building a climate of high expectations, where all achievements and successes are celebrated and barriers to learning removed or addressed.
- Develop self-knowledge, self-esteem and self-confidence so our children are able to feel secure, happy, cheerful and emotionally content.
- Prepare our children for a successful transition to the next stage of their life through the use of meeting outcomes from the 'Preparation for Adulthood' guidance.
- Promote the social inclusion of all children and prepare them for the opportunities, and experiences of adult life, as is pertinent to the circumstances of each child and young adult with SEN and disabilities, helping them gain access to lifelong learning.

- Promote an inclusive school community which will foster attitudes of mutual respect and appreciation of the feelings and understanding of others', so that our children become caring, confident and responsible individuals both within school and the wider community.

Implementation

For our intent to be realised, The Hive model strives to implement and provide:

- A broad and relevant, child centred and individualised curriculum which promotes learning and independence.
- A happy, safe, secure, caring and stimulating environment that promotes learning.
- A rich and varied range of learning activities, resources and experiences.
- Innovative teaching and investigative approaches to learning.
- An ethos of support, challenge and encouragement.
- A nurture setting on an afternoon – supporting a group of 10 – 12 children to access an environment 2 to 4 afternoons per week. Nurture aims to give children the experiences and relationships they need to be able to rebuild their sense of self and their ability to trust others.

Intended Impact:

Within the Hive the children will have many enriching activities and will access multi-sensory learning opportunities to help them to develop their knowledge and understanding and also to improve vocabulary.

PIVATs assessments will be used to direct learning and shape tasks which will be given to children in reading, writing and maths.

There will also be use of PSED PIVATs to look at enabling a safe and stimulating environment allowing all children to thrive and make progress.

Where some children may excel and be on a National Curriculum level for a particular subject area, then they will be challenged and provided for on that. This may then lead into some 'link lessons' where the child may visit a class to participate in that learning to support full exposure for that subject area. Children will also have access to targeted learning time following specific target area on Individual Send Plans and given from external agencies. We will also look at regular support sessions such as SALT interventions, precision teaching, Motor skill development sessions, sensory sessions and social skills sessions incorporated into the weekly timetable to support progress within the area.

- There will be frequent reviews of the children's personal targets, outlining progress and key areas for further support.
- Joint target setting with agencies, staff and parents to agree on next steps termly.
- Frequent assessment (PIVATs), Boxall profile assessments, book looks and observations of children will outline progress being made.
- Review of intervention data from interventions such as Talkabout.
- Offering the nurture approach – a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulation of life, for life. (Nurture UK)

Adaptation of curriculum and environment.

All children are encouraged to take part in as much of school life as possible.

School is accessible to wheelchair users, there are no upstairs levels.

School has a number of spaces that can be used as quiet working areas. School is not open plan. There are boys and girls toilets in all areas of the school.

School has 3 accessible toilets (2 in the junior building and 1 in the infant building). One of the accessible toilets in the junior building has a shower facility.

Where suggested by outside agencies, children can access items that will support them in school, such as wobble cushions, weighted blankets, pencil grips and targeted intervention from Teaching Assistants.

How are parents and carers involved in reviewing children's progress and planning support?

Parents and children are at the centre of the new SEND reforms and we aim to involve them at each stage. We involve parents in a number of ways:

- An open door policy and access to class dojo to message staff
- Regular parents meetings
- Parent Governors
- Involve parents in regular reviews of SEND support plans and, where applicable, in the annual review of EHC Plans.
- Most importantly, we ensure the children with SEND are happy and make expected levels of progress throughout their time in school.

How are children involved in reviewing their progress and planning support?

We are committed to involving children with SEND in decisions about their learning.

We want to support the children to develop and help them achieve the best possible educational and other outcomes, preparing them for adulthood.

How will Woodham Burn Community Primary School and Nursery prepare and support my child to transfer to a new school / next stage of their education and life?

With the right support, the majority of children with SEN or disabilities can find work, be supported to live independently and participate in their community. Our SEND support includes planning and preparation for the transitions between phases of education, year groups, key stages and preparation for adult life.

If a child has an EHC Plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. When transferring to Secondary school, additional support is specifically tailored to meet individual needs. This may include supported and extra transition sessions.

What training to staff have?

We have a range of expertise in the school and strive to be proactive in arranging training that will be useful for all staff. Expertise includes:

- NASENCO (National SENCO Award)
- NPQLBC (National Professional Qualification in Leading Behaviour and Culture)
- Understanding QFT (Quality First Teaching)

- Writing effective SEND Support Plans
- Nurture Training
- Bereavement Training
- Therapeutic Story Writing Training
- ASC strategy awareness
- Speech and Language intervention delivery
- Occupational Therapy support
- Team Teach and Positive Handling Strategies
- Understanding Behaviour that Challenges
- Strategies to support children with attachment disorder
- Foetal Alcohol Syndrome Awareness
- PECS awareness
- SENDCO attends regular SENDCO network meetings

How does the academy measure how well it teaches and supports children with SEND?

Pupil progress meetings are held regularly. This is where the class teacher meets with members of the Leadership Team to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned and implemented.

How will my child be included in activities with other children, including school trips?

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in activities together with those that do not have SEND. We work with parents and pupils to listen to their views, feelings and wishes to ensure that pupils with SEND engage fully in the life of the school and in the wider community.

What support will there be for my child's overall well-being, and their emotional, mental and social development?

We support the emotional, mental and social development of children and young people with SEND by providing extra pastoral support for listening to their views.

- Pastoral Manager
- Nurture groups
- Social intervention groups
- Bereavement trained staff
- Peer mentors
- Access to the EWEL team through a referral by the SENDCO (Emotional Wellbeing and Effective Learning Team)
- Access to support from the MHST (Mental Health Support Team), available by a referral from the Mental Health Lead
- Small group lunch space – quiet space away from hall which is supervised by the SENDCO

Pupils with medical needs

If a pupil has a medical need then a detailed Care Plan is compiled by our Medicines Manager. These are discussed and shared with all staff involved with the pupil.

A high number of staff receive basic First Aid Training, in addition to those that have full paediatric first aid training.

Where necessary and in agreement with parents / carers, medicines are administered in school but only where a signed Medication agreement (in line with the medication policy) is in place to ensure the safety of both child and staff member.

Looked after children

Woodham Burn offers a fully inclusive environment for children who are 'Looked After'. Whilst not all children who are looked after have identified SEND, we recognize that sometimes children may need additional support from time to time. This may include social and emotional support, such as access to therapeutic services and intervention for developing friendships, play skills, self-regulation and self-esteem.

What specialist services does Woodham Burn Community Primary School and Nursery use to support children and their families?

We are able to make referrals to a range of specialist services to support the needs of the children. Where necessary, referrals can be made to:

- Educational Psychology Service
- SEND and Inclusion Service
- Occupational Therapy
- Speech and Language Therapy
- EWEL (Emotional Well Being and Effective Learning Team)
- MHST (Mental Health Support Team)
- CAMHS
- Neuro Pathway (ASC and ADHD)
- School Nurse Team

Where can I get information, advice and support?

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 – 25 who have Special Education Needs and / or Disability (SEND). This is known as the Local Offer.

At Woodham Burn Community Primary School and Nursery, we are committed to the equal inclusion of all pupils in all areas of Early Years and Primary School life. We recognise the diverse and individual needs of all our pupils and take into account additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on Durham Families and Information Website:

[County Durham's Families Information Service | County Durham's Families Information Service \(countydurhamfamilies.info\)](https://www.countydurhamfamilies.info)

What do I do if I'm not happy or if I want to complain?

If you have any concerns about the SEND support that is provided for your child, we will work with you to try and resolve these.

If parents have a complaint they can use the schools complaints policy.

Other relevant policies

Other policies that include information that may be important for pupils with SEND are:-

Trust Policies:

Data protection

Complaints Policy

Equality and Diversity Policy

Supporting Pupils with Medical Conditions Policy

Safeguarding and Child Protection Policy

Special Educational Needs and Disabilities Policy

Admissions Policy

School-Specific Policies:

Behaviour Policy

Anti-Bullying Policy

Intimate Care Policy