



SEND: Information Report



What is a 'Local Offer'?

A message from Mrs. Hodgson, Headteacher

From September 2014, 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 on County Durham Families Information Services website.**

At Esh Winning Primary School we strive to support all children to enable them to achieve at our school.

In order to do this, many steps are taken to support them on their learning journeys. Quality teaching is vital. However, for some children there are occasions when additional support may be needed to help them achieve their targets. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself or Miss Common- we would be more than happy to discuss with you any questions which you may have.

Mrs. Hodgson

Headteacher

Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND 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 dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Our school 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 website, which include:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan

Who decides if my child has SEND?

Often, children may join our school, with parents having a clear picture of their child's needs—parents know their children best—and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Learning Support Service, the Occupational Therapy Service, Parent Support Advisor, Child and Adolescent Mental Health Service (CAMHS) 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 in order 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 service in order to address the needs as best as possible.

There are two categories of SEND at Esh Winning Primary School, these children are in receipt of:

A Support Plan; the children are overseen by the school and the school and parents initiate, review, **amend and cease support for children whose needs are seen at 'Support Plan' level.**

A Statement / Education, Health and Care Plan (EHCP); historically, children who had higher needs were **issued a 'statement' by the local authority.** From September 2014, statements will cease to be issued, and EHCPs will be issued in their place. All children with a current statement will be assessed against the criteria for EHCPs over the coming years. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

What kind of curriculum and additional provision do you offer?

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum at Esh Winning Primary School we remain committed to:

- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Additional in class support
- Additional out of class support
- Many Enrichment and Enjoyment opportunities to stimulate and motivate learning
- Flexible groupings – including small group support work
- An innovative and supportive curriculum
- The appropriate use of rewards and sanctions
- A broad range of extra-curricular activities
- **Assessment procedures that emphasise pupils' strengths and achievements**

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

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. 'Hornet' programmes or those directed by Educational Psychologists, Speech Therapists or the Learning Support Service.
- Additional resources to enable better access to the curriculum, e.g. seating/writing apparatus that have been suggested by professionals

What involvement can we have as parents at Esh Winning Primary School?

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, both home and school must work hard. We arrange many parent workshops, learning afternoons and family learning days to help you feel part of Esh Winning Primary School.

We also expect parents to attend parents evenings (three each year) to discuss your child's progress and needs. For children with an Educational Health and Care Plan, you will be invited to attend a child centered 'Annual Review' where targets will be reviewed and set for the following year.

Will my child sit external tests, such as SATs?

As with everything related to your child in our school—the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year One Phonics Screening, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data.

How do the children contribute to their provision planning?

The SEND children attending our school are aged 3-11 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used to inform future planning.
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with.
- Extend any resources that they show a preference for.
- Children are invited to their annual review meeting where they are able to join the discussion about how their learning is going.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.

What about SEND and School Finances?

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to tailor make learning to ensure small steps of progress are continually made by all SEN learners.

At Esh Winning Primary school, for those pupils with High Needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes and additional funding and financial support can be applied for from the Local Authority; generally this is for children with very high needs and often in receipt of a Statement or EHCP.

Children in receipt of an EHCP may be allocated additional funds as part of their plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

What additional pastoral care can we offer?

In order for children to achieve well, we have a strong focus upon pastoral care. Other than our dedicated SENCOs, knowledgeable teaching and support staff and a committed headteacher, we also have;

- A Parent Support Advisor; Lynn Doherty our PSA works with many children, parents and families to address problems at home and at school. Lynn has a wealth of knowledge regarding local services and activities and undertakes direct work with children and adults at home and school – in term time and during the holidays.
- We have close links with External Partnerships; In order to access the best professional advice, we also link with Local Authority and Private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We have meeting spaces and often hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

Who do I talk to if I have a compliment or complaint?

The education of all pupils that attend Esh Winning Primary School is very important to us and as the school is part of the community, the action of the individuals who work in it will and should be open to comments, compliments, question and, sometimes, criticism.

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

Any complaints will be dealt with as quickly and efficiently as possible. These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

How do we prepare your child for the transition to Secondary school?

Children with SEND are given an extensive level of support before they leave for a new school. Their teacher and SENCO will discuss with secondary colleagues how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new school will be carried out with the child and Secondary School Staff in the summer term. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult.

What SEND expertise do you have in Esh Winning Primary School?

Members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition, our SEND support staff have a selection of training relating to Makaton, Movement Difficulties Programmes and specific training from Speech and Language Therapists. Each year the needs of children within our school are carefully considered and training organised to up-skill staff e.g. use of suction devices, PEGS feeding etc.

Additionally, staff have also undertaken training in the areas of ASD, Sensory Processing Difficulties, SENCO National Training Award and ELKLAN (communication qualification) to name a few.

How do we enable children with SEND to engage in activities with children without SEND difficulties?

We do our best to ensure that all children can access things as best we can; we do not see SEND as a barrier to accessing the full curriculum. We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children.

Who are my main points of contact if I have any questions or worries?

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SEND Governor

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Headteacher—Mrs. C. Hodgson

Durham SEND Information, Advice and Support Service (SENDIASS)

Durham SEND Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.

Durham SEND Information Advice and Support Service provides confidential information advice and support through a range of services. This includes home visits, attending meetings in educational settings and liaison with all services working with children and young people. Training and guidance to parents/carers, young people and professionals on SEND issues are also provided.

Durham SEND Information Advice and Support Service operates at 'arm's length' from the Local Authority and the services provided are confidential and impartial.

Durham SEND Information Advice and Support Service:

- is a free, impartial local service.
- provides confidential information advice and support.
- works directly with parents and carers of children and young people with SEND.
- works directly with young people with SEND.
- works in partnership with parents/carers, young people, educational settings the local authority and other agencies.
- supports parents and young people to inform and influence local policy and practice.
- enables parents/carers and young people to make informed choices and decisions with confidence.
- **has a role in making sure that parents' and young people's views are heard and understood and that these views inform local policy and practice.**
- is able to put parents and young people in touch with other local and national organisations.

Durham SEND Information Advice and Support Service provide information on:

- how special educational needs are identified and assessed by educational settings and the local authority.
- who parents and young people can talk to in a school or Durham County Council or Local Authority about their concerns.
- the SEND Code of Practice 0 – 25, the statutory assessment process and Education Health and Care Plan (EHC Plan).
- **parents/carers and young person's rights and responsibilities.**
- **meetings and reviews about a child's or young person's needs.**
- how progress is monitored and reviewed.
- **what parents can do if they are not happy with a decision made about their child's SEND.**

Tel: 0191 5873541 or 03000 267007