



West Rainton Primary School SEND Information Report

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:
www.countydurhamfamilies.info/localoffer

General Information

Welcome to our SEND information page. Hopefully you will find everything that you need.

At West Rainton Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.

At West Rainton Primary School we have appointed a Designated Teacher for Looked after Children who works closely with the SENDCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN or/and Disabilities.

At West Rainton Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Our School website also has full coverage of the sections below: Please follow this link:

<http://westrainton.itss-durham.org.uk/send/>

- School Admissions
- Our Curriculum *
- Finance
- SEND Provision *
- Transition
- Agencies & Partnerships
- SEND Compliments & Complaints
- Useful Links
- Contact

School Admissions

At West Rainton Primary School, we pride ourselves on having a caring, inclusive ethos. If your child has Special Educational Needs or a Disability, please contact us to arrange a visit. Equally, if you have concerns over potential needs before you decide to apply for a place at our school, Mrs Firth, our dedicated SENDCO and Deputy Headteacher, will happily discuss the provision on offer for your child in our school, in accordance to the Code of Practice 2014. We will discuss and plan together for the needs of your child, ensuring that they start at our school in a well-supported, caring manner. We make a commitment to providing the nurturing, progressive education that your child deserves, regardless of their needs. We

would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Educational Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on our school website, please follow this link to access them:

<http://westrainton.itss-durham.org.uk/send/>

Contacts

The following are the main contacts for Special Educational Needs and Disability at West Rainton Primary School:

Mrs Alison McDonough is the Head Teacher

Reverend Michael Beck is our designated SEN Governor:

Mrs Susan Firth is our designated Special Educational Needs and Disabilities Coordinator.



Mrs Susan Firth

It is the SENDCO's job to:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps records of all pupils with SEN up to date.

Pastoral, Medical and Social Support

Since September 2014, it is a legal requirement that all pupils with a medical condition or have medication administered in school, have an annually reviewed Individual Health Care Plan in school.

This can include medical needs or conditions such as:

- Asthma
- Anaphylaxis
- Epilepsy
- Eczema

When a child has a medical condition, parents are asked to contact school to arrange a meeting with designated member of the Senior Leadership Team, with key responsibility for this.

Mrs Susan Firth is our designated leader for children with pastoral, medical or social needs.



Mrs Susan Firth

Formulating a plan ensures that the child receives the care and attention that they need. Parents are asked to ensure that all medication and inhalers are present and in date. An emergency asthma kit is also available in school, since October 2014. Pupils who require additional support with their toileting needs also have an Intimate Care Plan.

Statement of Intent for Promoting Equality

At West Rainton Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school
- Ensure that decisions are informed by the insights of parents and those of young children themselves.
- Have high ambitions and set stretching targets for pupils.
- Track their individual progress towards these goals.
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development and ensure that the approaches used are based on the best possible evidence and are having the required impact of progress.

West Rainton Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs. Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ Carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.
- A wide range of teaching and learning styles, to ensure that high quality first teaching is at the heart of every classroom.
- Differentiated learning materials and resources, according to individual needs.
- Interventions including the delivery of Fresh Start, and the Read, Write Inc programme.
- Access to ICT and Technology throughout the curriculum.
- Additional support in class from experienced Teaching Assistants in addition to our experienced teaching staff.
- Additional out of class support when necessary, with tightly focused and regularly reviewed interventions.
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum, as reflected in our class structure.
- The appropriate use of rewards, including Commendations, Celebration Assembly, motivational stickers and certificates.
- Mentoring and counselling through EMTAS and Virtual Schools.
- A broad range of extra-curricular activities including booster sessions in many year groups.
- Assessment procedures that emphasise pupils' strengths and achievements, and reflect their attainment across the curriculum.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

Types of SEND at the School

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

Dyslexia

Dyscalculia

Down Syndrome

Autistic Spectrum Disorder

Attention Deficit Hyperactivity Disorder

Kabuki Syndrome

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Consultation with Children and Young People with SEND

In consultation with class teachers, the SENDCO will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs.

The children take an active role with setting their targets, discussing them with the class teacher and SENDCO. When a SEN Support Plan is formulated, the child is part of the planning process, in order to agree upon appropriate action to achieve the outcomes desired. A Person-centred Review meeting is an opportunity for the child and their family to be a fundamental part of decision making and planning. This process also involves agreed outcomes, and the document 'My Story' supports the process further, by documenting the personal story of the child so far. It is imperative that children also do not have to tell their 'story' repeatedly, and this process is designed to support this.

The children have regular meetings with support staff to discuss their progress and support.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. A person-centred approach will be adopted, and meetings to discuss how to support the child will involve the child as much as possible, depending on age and understanding. It is vital that the child is involved in their planning at the beginning of the process, to support their future development. This will also include discussion of their own concerns, and agreed outcomes sought for the children including next steps. This may be part of parents evenings, or a pre-arranged meeting. Where appropriate, the pupil will be involved in the process of setting and reviewing targets. This is part of a four-part cycle of Assess, Plan, Do and Review. SEN Support Plans will be drawn up to put specific, measurable targets in place for the pupil. SEN Support Plans will be reviewed and re-written at least three times per academic year. They will be formulated alongside with parents, in a partnership process, and will include suggestions of how parents can support at home. It may be possible that additional funding is available from the local authority to support children with their needs within a SEN Support Plan. However, there may be occasions when a pupil's particular needs cannot be met from the resources available within the school. We may seek advice from outside agencies and experts in the SEND field, including the Educational Psychologist, Children and Adolescent Mental Health Services, Occupational Therapy, Speech and Language Therapy, and the SEND team in the case of learning difficulties. We also consult with School Nursing Services regularly, often as part of the Team Around the Family process. Occasionally, further action is required. In such

circumstances, an EHC (Education and health care) assessment may be necessary. This will be considered at a Person-centred Review meeting, of which the child and their family are at the centre of decision making. Outcomes will be agreed as part of the process, and the document 'My Story' will support the process further, by documenting the personal story of the child so far. It is imperative that parents do not have to tell their 'story' repeatedly, and this process is designed to support this.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is monitored each term by the Governing Body. At West Rainton Primary School, for those pupils with more diverse needs, SEN Support Plans 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. Where we believe that this is necessary, school commits to ensuring that applications are made, with appropriate evidence to support. Top up funding may be allocated as a result of this, or funding as part of an Educational Health Care Plan or personal budget.

Full details about the way in which funding is allocated to schools for special educational needs provision can be found [here](#):

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer. Please ask at school to see an example.

Teaching, Learning and the Curriculum

At West Rainton Primary School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good Classroom practice. This is called **Quality First Teaching**.

At West Rainton Primary School we follow a graduated support approach which is called "**Assess, Plan, Do, Review**". This means that we will:

- ❖ **Assess** a child's special educational needs
- ❖ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and Carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website. You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

- A wide range of teaching and learning styles, to ensure that high quality first teaching is at the heart of every classroom.
- Differentiated learning materials and resources, according to individual needs.
- Interventions including the delivery of Fresh Start, and the Read, Write Inc programme.
- Access to ICT and Technology throughout the curriculum.
- Additional support in class from experienced Teaching Assistants in addition to our experienced teaching staff.
- Additional out of class support when necessary, with tightly focused and regularly reviewed interventions.
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum, as reflected in our Class structure.
- The appropriate use of rewards, including Commendations, Celebration Assembly, motivational stickers and certificates.
- Mentoring and counselling through EMTAS and Virtual Schools.
- A broad range of extra-curricular activities including booster sessions in many year groups.
- Assessment procedures that emphasise pupils' strengths and achievements, and reflect their attainment across the curriculum.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

At West Rainton Primary School, we work closely with a number of agencies to ensure that our children are well supported, both educationally and pastorally. On some occasions, we may arrange counselling sessions for pupils who need support with personal worries or concerns, or when staff feel that pupils may have worries that they would prefer to talk through with someone else. This may also be at the request of a parent. One of our key workers is our Parent Support Advisor, who works closely with parents and children, to support them in many aspects of life. If you would like to discuss this with us, or would like some support, please come and see us at school and we will help you.

Staffing and any Specialist Qualifications/Expertise

In accordance with the Code of Practice 2014, we have a fully qualified SENDCO at our school, with the following qualifications:



BA (Hons) in Primary Education with Qualified Teacher Status

National Award for SEN Coordination

Postgraduate Certificate in Education (Special Needs and Inclusion)

Mrs Susan Firth

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

The following agencies support our school and families:

- Behaviour Support Services
- Autistic Spectrum Disorder
- School Educational Psychologist
- One Point Children's Service
- Educational Social Workers
- Health Agencies, particularly School Nurse Service
- Learning Difficulties and Disability Support Service
- Special Educational Needs - Inclusion Team

- [Looked After Children Team](#)
- [Medical Practitioners](#)
- [Child and Adolescent Mental Health Service \(CAHMS\)](#)
- [Occupational Therapy](#)
- [Parent Partnership Support](#)
- [Speech and Language Therapists](#)

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENDCO, 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 this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Transition Arrangements

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

How we will support children with SEND when they are moving on to another class or leaving this school:

We work in partnership with our feeder secondary schools; most of our children transfer to Belmont Community School. This enables us to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school. School staff will take opportunities to work alongside parents/carers to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority, in the case of children with a Statement of Special Educational Needs or an Education Health Care Plan.

This ensures parents/carers can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

Transition from each year group is supported so that the children have met with their new teachers and are familiar with the new Classroom environment and organisation.

New starters for Reception children are provided with the following opportunities:

- Parent and Child Meeting in school
- Children's visits to Reception class in the Summer Term
- Pupils and Parents invited for School Lunch; this is a particularly welcoming event, particularly for those with specific needs, as they feel much more settled in September.

At West Rainton Primary School we have a flexible approach and additional visit opportunities or multi-agency meetings can be organised if required.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

Mrs Susan Firth

SENDCO/Deputy Headteacher

West Rainton Primary School