



Middleton-in-Teesdale

SEND Information Report

Updated September 2022

Introduction

Our **SEN Information Report** – which is part of [Durham County Council's Local Offer](#) - provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on 20/09/22.

At Middleton-in-Teesdale Nursery and 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 Middleton-in-Teesdale Nursery and Primary School, we have a Designated Teacher for Looked after Children - who is also the SENCO - to ensure all teachers in school understand the implications for those children who are looked after and have SEND.

At Middleton-in-Teesdale Nursery and Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

This SEND Information Report should be read alongside the school's **SEND Policy**, the Equalities Information and Objectives and the **Accessibility Plan**.

Key Contacts

- Lindsay Coates - Head Teacher
- Grace Churchill – SENCO & Designated Teacher for LAC
- Emily Backes - SEND Governor

SEND Admissions

For information on the admission of pupils with a disability, please visit the [School Admission](#) section of our website and view the **Accessibility Plan** in our 'School Policies' section.

If you would like to discuss your child's SEND, in more detail, please, contact the school to arrange an appointment.



Our SEND Provision

There are four broad areas of special educational need, 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.

The kinds of SEN that are provided for:

At Middleton-in-Teesdale Nursery and Primary School, we have experience of supporting children and young people with a wide range of need including:

- Mild learning difficulties
- Dyslexia
- Dyspraxia
- Speech, language and communication needs
- Physical needs
- Social, emotional and mental health needs
- Autism Spectrum Disorder (ASD)
- Down's Syndrome

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

The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [County Durham Local Offer](#).

Our approach to teaching children & young people with SEND

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

Middleton-in-Teesdale Nursery and Primary School prides itself in being inclusive and will endeavour to support every child regardless of their level of need. Apart from in exceptional cases, all pupils follow the National Curriculum appropriate to their chronological age and, where appropriate, Quality First Teaching and other additional strategies are used to remove

barriers to enable access 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. This would be discussed alongside parents/carers, the school's SENDCo and the school's Headteacher.

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 and so teach pupils in a way that is more appropriate to their needs.
- Enable pupils to gain in confidence and improve their self-esteem - through nurture groups and other strategies
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- 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.
- Promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.

How we adapt the curriculum and learning environment for children & young people with SEND

We adapt the curriculum and learning environment for pupils with SEND.

Support for children with physical and sensory needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Regular fine and gross motor activities take place in the EYFS and, can be planned for with identified children, via interventions within each class.
- Regular Sensory experiences where sensory toys are available for identified children.
- Regular Nurture Groups with identified children.
- Children allowed and encouraged to have 'sensory breaks' when needed.
- Specialist group support from outside agencies e.g. Occupational Therapy, Physiotherapy, Specialist Nursing Staff from NHS, Speech and Language Specialists, Cognition and Learning, Emotional Resilience and specialists.

Support for children with speech, language and communication needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Daily Speech and Language interventions following advice from SALT team.

- Staff are trained in Makaton for communication needs – a parent/carer and staff training course is updated regularly.
- Key staff are trained in the use PECS and other pictorial means of communication where a need is identified.

Support for children with social, emotional and mental health difficulties:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Specialist group support from outside agencies e.g. CAMHS Mentoring, Mental Health Nurse and Counselling Service.
- The Nurture Groups are used effectively to support children who need additional emotional and social support.
- 1:1 and small group SEMH workshops are carried out weekly with a trained member of staff.
- Support for parents/carers is shared through our school's online platform: Class Dojo.
- The school follow Durham County Council's systems for referrals to Early Help, where families may need support at home.

Support for children with cognition and learning needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed. Work differentiated and matched to the needs of the children.
- Maths and English specific interventions to support those with identified Dyscalculia or Dyslexia and those working significantly behind age expectation.
- Specialist group support from outside agencies e.g. Educational Psychology Service
- Differentiated materials.
- Specific interventions to support cognition and learning needs e.g. Lexia and Read Write Inc.
- Each class has a teacher and teaching assistant/s to support children. Children can also access small group interventions for support with learning.
- Intervention groups allow children to learn in a way that best suits their needs, e.g. in a practical and physical way or in a space which is quieter than the classroom.

Staff undergo regular training throughout the year and this is systematically fed back to staff and practitioners through weekly staff meetings.

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEND issues through a comprehensive system of staff training. Staff training is driven by the particular needs of our children and this helps us to meet them as fully as possible.

Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by Durham County Council and NELT.

The school's SENCO regularly attends the Local Authority's SENCO Network Meeting to keep up to date with local and national updates in SEND.

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the [School Policies] section of our website.

How we identify, assess and review children with special educational needs

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

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we listen very carefully to the views of parents, staff and the child themselves. Often, children may join Middleton-in-Teesdale Nursey and Primary with parents having a clear understanding of their child's needs and as a school; we see parents as partners in their child's educational journey.

Sometimes, however, school staff may initially identify a concern. If this were the case, staff would liaise with the parents at the earliest opportunity to discuss such concerns and agree 'next steps'.

For some concerns, we may discuss the involvement of specialist support, for example, Education Psychology, SENDIASS (support for families) or Occupational Therapy. It is important to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children but to seek advice or strategies to help them to reach their full potential.

Once a parent/carer or member of staff raises or identifies a concern, the school's SENDCo would begin the school's internal processes.

SEN Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of "**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, every child with SEND will have an individualised SEND Support Plan that describes the child's needs, outcomes & provision to meet those needs. The views of parents/carers and children (where appropriate) are integral to this process.

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

A SEND Support Plan: the school oversees these documents and together with parents may initiate, review or amend a support plan for children whose needs indicate that a 'SEND Support Plan' is the best way of moving children's learning forward. If a Support Plan is no longer necessary, e.g. if a child has made sufficient progress towards closing the gap in their attainment, the SEND Support plan may cease.

An Education, Health and Care Plan (EHCP): An Education, Health and Care (EHC) plan is for children and young people (aged up to 25) who need more support than is available through special educational needs support. EHC plans identify educational, health and social

needs and set out the additional support to meet those needs. Children 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.

We value the contribution that parents can make to their child's education and both school and home must work hard at this important aspect of school life. Parents and carers are always welcome to call in and see how their child is doing and you are encouraged to contact the class teacher or SENCO if you want an update on progress.

For children who are in receipt of a school 'SEND Support Plan' we hold meetings termly to review children's progress towards their outcomes and to devise new outcomes for the following term. The 'SEN Support Plan' is a working document- staff may find that outcomes are met before the termly meeting. In this instance, they may invite parents into school early to review and set new outcomes.

If a child has an Education, Health and Care Plan (EHCP), parents will also attend an additional parent's meeting each year. This is a child centred 'Annual Review' for all pupils with an Educational Health and Care Plan

How are children involved in the Plan, Do Review approach?

As with everything related to any child in our school – they have an opinion and voice that is listened to. At child centred reviews (for children with statements and EHCPs) the child is invited to the review (or part of the review if more appropriate to their age) and is able to join in the discussion about how their learning is going.

They all write their views prior to the meeting to submit their own ideas with the help of our SEND staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses. At Middleton-in-Teesdale Primary Nursery and School, we build effective relationships that with our children, which means that we have regular, conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Throughout the SEN support process, we also invite advice and opinion from any outside agencies that are also in contact with the child.

If parents and professionals involved with a child feel that further support is needed, to meet the needs of a child currently on a Support Plan, it may be felt that an EHC assessment is required. Professionals and parents will work very closely together at this stage to ensure that any relevant interventions and targeted support is used effectively to help to meet needs.

For more detailed information see the [Local Offer \[link checked 7th November 2022\]](#)

Details of Identification and Assessment of Pupils with SEN

As well as listening carefully to the views of parents and class teachers, the SENCO will check the termly assessments of all children in the school to ensure that progress is being made. If there are children not making the expected level of progress, the SENCO along with the Head Teacher and class teacher will meet to discuss the reasons for this. Parents will be invited to meet with staff to help to put together a Support Plan to address any concerns.

The SENCO will carefully monitor the progress of children on 'SEN Support Plans' or Education, Health Care plans. Termly assessments carried out by the teacher will be monitored and progress will be evaluated. The SENCO will also routinely check the teacher's SEN files to monitor the efficacy of Support Plans.

The SENCO routinely carries out learning walks and completes book scrutiny to monitor the support given to children and the progress that is made. The SENCO will observe teaching to ensure that the teaching is meeting the needs of all learners.

Teachers will be responsible for planning activities suited to the needs of all of the children.

Every class has an appointed teaching assistant who is responsible for supporting groups of children and, in some cases, individuals. They will spend time on individual or group interventions and will use this knowledge to help inform the teachers' planning.

Assessments of progress will be made on the school's assessment system. This allows progress and attainment in all areas to be recorded and monitored.

Staff in school understand that all children are individual and unique. We recognise the efforts and abilities of all children and praise them for their successes.

For further information please view or download our **Accessibility Plan** which can be found in the 'School Policies section' of our website.

How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that any barriers to learning and achievement are removed for all activities to enable children to enjoy and achieve.
- We ensure that our curriculum is tailored to the needs of the children. Small group interventions allow us to individualise learning and provide the extra support that will be needed by individual children.
- We ensure that all children feel safe, happy and proud of their achievements. Our positive reward policy helps us to celebrate the achievements of all children. The Class Dojo system also allows us to share these achievements with parents and carers.

How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice- The SENCO regularly attends training to ensure up to date knowledge and practice.
- File and Book scrutiny- The SENCO and Head teacher regularly monitor assessments, books and Support Plans to ensure progress.
- Learning walks- The SENCO, Head Teacher and Executive Head Teachers and Governors regularly carry out learning walks to observe high quality teaching and provision.

- Performance management- The SENCO is held accountable for the progress of the children with SEN. She regularly meets with the Head Teacher and the SLT to talk about progress and provision for children with SEN.

Support for Emotional & Social Development

At Middleton-in-Teesdale Nursery and Primary School we recognise the need to support the emotional and social development of our children. We have continued last year's Nurture Groups which are run by appointed staff and aim to offer specific interventions and support for emotional and social development. This is particularly important for children with SEMH needs.

- The Nurture Groups are used effectively to support children who need additional emotional and social support.
- After school games clubs promote social development.
- Interventions for identified children are delivered by Specialist Mental Health Nurse.
- Lunchtime and playtime activities promote well-being and SEMH development.
- Positive behaviour practice is implanted across school; some pupils have an individual positive recognition log
- Weekly home-school communication of SEMH support and strategies via Class Dojo.
- Inclusive SEMH teaching and support through our school's curriculum and wider curriculum.

Looked After Children with SEND

At Middleton-in-Teesdale Nursery and Primary School our Deputy Head Teacher, Mrs Grace Churchill is the primary Designated Teacher for Looked after Children. Miss Lindsay Coates – Headteacher also has the required knowledge and training for the role. They ensure all teachers in school understand the implications for those children who are looked after and have SEN.

We work very closely with all the team around a looked after child. We are involved in developing the PEP and use Pupil Premium to ensure that any specific interventions are implemented.

SEN Transition

How we support children/young people with SEN starting at our school.

When a child with SEN joins our school, we will liaise with the parents to ensure that the transition is smooth and sensitively carried out. Adjustments may be made to the length of the school day where necessary. A home visit may be carried out to get to know the child before they start our school.

How we support children/young people with SEN moving between classes in our school.

As we are a relatively small school, most of the children in our school know all of the staff. We ensure that children spend time with their new teacher before moving class. Teachers

meet to discuss the needs of the children before the start of the new term. Additional transition visits may be needed for children with SEN.

How we support children/young people with SEN leaving our school.

We have set up effective links with our local secondary schools. The children in Year 6 visit their chosen school on several occasions before they move schools. Teachers from the secondary school meet with the SENCO and class teacher in the Summer Term, to pass on information and arrange additional transition visits.

SEN Specialist Expertise

SENCO and SEN Staff

Our SENDCO is Mrs Grace Churchill. She can be contacted via telephone on 01833 640382.

More details of the SENCO's role can be found in the **SEN Policy** which you can find in the [\[School Policies\]](#) section of our website.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

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

These include:

- [\[Durham SEND Information, Advice and Support Service\]](#)
- One Point
- The Educational Psychology Service
- CAMHS
- ASC team
- Occupational Therapy
- Physiotherapists
- Counselling Service

How We Secure Specialist Expertise

Our Additional Needs Budget is used to support children and young people with SEND.

This is used to support children and young people with SEND by:

- Providing each class with a teaching assistant to support children within class, or to carry out interventions when necessary.

- The purchase of specialist computer packages to help support specific needs.
- Allowing staff to access training specific to individual needs, for example ADHD, Autism, Nurture Group training and Makaton.
- Providing one to one support, or one to two support from a teaching assistant, where necessary.
- The running of a 'Nurture Group' where children receive individualised support.

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

Consulting with our SEN Pupils, Parents & Carers

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff 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 outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with 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.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the [Contact Us section] of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, 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.

Further information can be found in the **Complaints Policy** in the [School Policies] section of your website or by visiting the [Durham SEND Information, Advice and Support Service](#) website.

Key Policies

All of [our school policies] can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEN Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Complaints Policy

If you would like to discuss your SEND requirements in detail please [contact the school] to arrange an appointment.