



Whinstone Primary school

SEN and Inclusion Policy Autumn 2019



Awarded December 2013

SEN at Whinstone.

We are all different but all the same!



Whinstone Primary is a very inclusive school - we believe that **every** child deserves the best possible education from their own unique starting point. We believe in the importance of appropriate educational provision for pupils of all abilities, and try very hard to ensure that we cater for all children's needs.

Providing a high-quality education for children with SEND is at the heart of our school's ethos of inclusion. We recognise that pupils are all different and do not have the same starting point or challenges. However, we strive to give pupils the support needed to make them all equal, and make them "different but can be the same"!

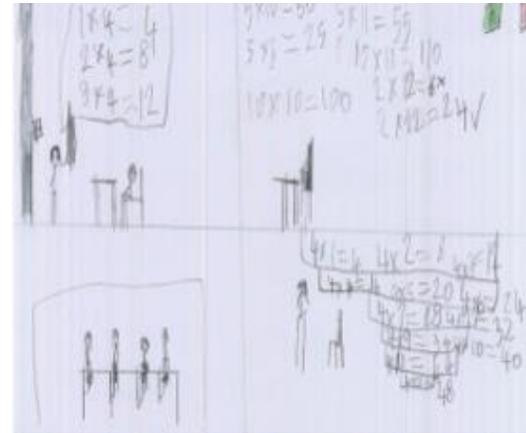
At all times we endeavour to ensure our teaching and learning within all subjects comply with the aims of our school's mission statement:

- ✓ *Whinstone is a happy school .*
- ✓ *Through providing an enriched curriculum in an inspirational and stimulating environment, we are challenged to realise our individual potential.*
- ✓ *Valuing our role in the community we equip our children with skills and attitudes to enable them to widen their life choices in an ever changing world.*



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Classes are made up of mixed ability pupils, including pupils with Special Educational Needs (SEN). Our school is an inclusive setting where the needs of pupils with SEN are met, with pupil views highly valued to ensure every child has the opportunity to experience a broad and balanced curriculum.



We ensure that pupils:

- ✓ Are offered an education, which provides equal opportunities regardless of individual differences
- ✓ Have access to a broad and balanced curriculum, including National Curriculum differentiated according to individual needs
- ✓ Are assessed using suitable materials and with support from external agencies
- ✓ Are supported with the resources available and provided within the school
- ✓ Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision
- ✓ Have their needs reviewed, monitored and evaluated using the Review process.

Assess, Plan, Do,



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The range of pupils with SEN within our school includes pupils with communication and language interaction, cognition and learning, social emotional and mental health difficulties and also pupils with sensory and physical needs.

This policy reflects the consensus of opinion of the School Leadership Team.

It has been drawn up as a result of staff consultation and has been endorsed by the governing body.

The implementation of this policy is the responsibility of the Head teacher and all teaching staff.

As a Rights and Respecting School the UN Convention Rights of the Child are fundamental to our effective school practice. The implementation of this policy will support:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

LEGISLATION

This policy is to be read in conjunction with our policies on Disability Discrimination, Inclusion and Teaching and Learning. The SEN policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Section 6.1 of the Special educational needs and disability code of practice: 0 to 25 years (January 2015) states:



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All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best*
- become confident individuals living fulfilling lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training*

At Whinstone Primary School, we strive to ensure this is the case.

Special educational needs (SEN)

According to **Special educational needs and disability code of practice: 0 to 25 years (January 2015)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical needs;
- medical conditions;



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Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

OBJECTIVES

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition further education

INCLUSION TEAM

The SENCO is Miss McNaughton. The SEN governor is Mrs Mann.

The Inclusion team also includes:

Head teacher Mr Poppitt,

Deputy- Head teacher Mr Craig

Foundation Stage - Mrs Wilson-Dukes

Key Stage 1- Mr Ford

Lower Key Stage 2 - Mrs Batty

Upper Key Stage 2 - Mrs Squires



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AT WHINSTONE PRIMARY WE BELIEVE...

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.'

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The majority of pupils can make progress through such teaching. Schools should regularly and carefully review the quality of teaching for pupils at risk of underachievement. '

IDENTIFYING SEN:

The identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. The school follows the ASSESS-PLAN-DO-REVIEW approach to assessing and monitoring pupils. As teachers, we assess each pupil's current skills and levels of attainment on entry. Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

When a teacher suspects that a pupil has SEN, and where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with parent, the SENCO, and other outside agencies, will assess whether the child has a significant learning difficulty, or needs.



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CURRICULUM ACCESS AND PROVISION

At Whinstone SEN children have access to a broad and balanced curriculum in a variety of ways. We set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.

We stream in reading through the Read Write Inc scheme we have adopted as a school. We stream in maths across year groups. This works especially well for the lower ability children as the lesson is aimed at their level.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At School Action and School Action Plus the following additional support may be provided:

- in class support for small groups with an additional teacher or teaching assistant
- small groups withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- maths levelled groups - smaller groups for the lower ability levels

Also through:

- Differentiated class work;
- Differentiation of outcome from task;
- Differentiation by the resources given to aid the task;
- Differentiation by the time given for the task;
- Differentiation by the amount of support for the task;
- Shared writing;
- Shared reading;
- Use of audio visual aids;



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- Use of software;
- Use of interactive whiteboards.

SEN SPECIALISATION AND SPECIAL UNITS

A number of staff members at Whinstone have special educational needs qualifications.

We have a link with local SEN units such as Junction Farm, Egglecliffe, Ash Trees, Junction Farm, Abbey Hill, OLSB, Daisychain, Greengates, Thornaby SEN nursery, and The Educational Village Darlington.

The staff within school have expertise and have received training in the following areas:

- working with children with Hearing Impairment
- working with children with behavioural difficulties
- distinguishing between an EAL child and an EAL/SEN child
- working with children with Speech, Language and Communication needs
- working with children with Visual Impairment
- working with children with Autistic Spectrum Disorder
- working with children with SpLD (dyslexia, dyspraxia and dyscalculia)

In Whinstone, we support pupils with a wide range of SEN. We regularly review and evaluate the breadth and impact of the support we offer.

FACILITIES

Within school, we recognise our duties to promote disability equality, as set out under the Equality Act 2010 towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We also recognise our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.



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The school has disabled parking spaces, a disabled toilet and wide corridors for easy access. Every class has the use of the computer suite and timetabled access to the mobile laptops. The school has a range of SEN software.

The school has specialist equipment provided by or recommended by the support services, to meet individual needs.

MANAGEMENT OF SEN WITHIN THE SCHOOL

We recognise that all members of staff are teachers of children with special educational needs. The head teacher and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the SENCO is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordination provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for keeping the head teacher and the governor with responsibility to SEN fully informed. This will take place at regular intervals throughout the year, and through inclusion meeting each term.



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MEDICAL NEEDS

As outlined in **The Children and Families Act 2014**, we recognise our duty to make arrangements to support pupils with medical conditions. When needed, pupils have Individual healthcare plans, which specify the type and level of support required to meet their medical needs. All such pupils also have Special Care posters which are placed in appropriate places around school. Where children and young people also have SEN, their provision is planned and delivered in a co-ordinated way with the healthcare plan. This is done in coordination with parents, teachers and the SENCO, head and deputy head teacher. Schools recognise our requirements with regard to statutory guidance 'Supporting pupils at school with medical conditions'.

ROLE OF THE SENCO.

The SENCO has the equivalent of one day per week non-contact time in order to co-ordinate the provision throughout the school identifying concerns and working alongside colleagues in order to improve the compilation and delivery of individual education programmes.

The SENCO will continue to liaise with all appropriate external agencies and correlate all information necessary for the referral to any outside agency such as the Educational Psychologist, Learning Support Services and Behaviour Support Services etc.

The SENCO collects all the information for Stockton's Moderating Panel and the EHCP Panel.

The SENCO arranges all Annual Reviews.

The SENCO is responsible for the assessment and initial diagnosis of any child the teacher has concerns about.

The SENCO tracks pupils to ensure that they achieve expected levels of progress, and monitors additional provision if children are below expected levels.



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The SENCO attends cluster meetings and courses.

The SENCO is responsible for providing the policy on SEN.

The SENCO writes the *Governors Report for Special Educational Needs*.

The SENCO provides or arranges CPD for the teaching staff.

The SENCO ensures that there is a good transition programme in place for pupils changing schools (often following the Stockton Transition Guarantee process).

CPD

The Deputy Head Teacher has a copy of the inset programme for this year.

COMPLAINT ARRANGEMENTS

Arrangements for the consideration of complaints about any aspect of SEN provision within the school will follow the arrangements for any complaints. (See school prospectus.)

ROLE OF THE PARENTS

The school works in partnership with parents.

Where a pupil is receiving SEN support, we offer parents termly meeting to set clear goals and review the SEN support plan, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. This meeting will usually be led by the class teacher, and will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

We also work to enable and empower parents and carers by:



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- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way

ARRANGEMENTS FOR INFORMING PARENTS OF SEN PROVISION

The partnership with parents is crucial.

Parents need to be involved during the early stages of the identification of the child's learning needs. The staff will use the parents' knowledge and skills to build up a successful SEN support plan. This process will aid the parents in their understanding of how they can best support their child. The main aim of the staff at Whinstone is to achieve the most effective provision for their child and the partnership with parents needs to be open and confident for this to be possible.

Parents have a responsibility to fill in the required paper work when their child is placed on the SEN register, especially those in receipt of High Needs Funding.

ROLE OF THE PUPILS



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We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning (self-assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- formal reviews, providing evidence for meetings and attendance at review meetings

The procedures for including pupils are identified in the Equal opportunities policy. We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

TRANSITION

When a child leaves the school his/her file is updated and forwarded to the new establishment. Often class teachers will contact the new school to discuss the child's needs and provision. If the transfer is from the Primary Sector to the Secondary Sector, the SENCo from the new school visits the class teacher and the children. The SENCo of the receiving Secondary School is invited to all transition meetings of children with an ECHP. The Stockton TRANSFER REVIEW process provides clear transition information.

EXTERNAL AGENCIES

Positive working partnership is the key to the success of the Inclusion Policy.

On the basis of being better informed and knowledgeable about where specialist support is available, staff is then in a more secure and personally comfortable position to meet the children's needs, establishing classroom conditions to learning by all children is central to their task.

External support is obtained from:

- Parents,



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- Local Offer
- Educational Psychologist
- Specialist Learning Team
- Hearing Impaired Service,
- Visually Impaired Service,
- The School Nurse,
- Speech Therapist,
- Educational Social Worker,
- Social Worker Duty Officer,



INCLUSION - GIFTED AND TALENTED

At Whinstone Primary School, we believe in the importance of appropriate educational provision for pupils of all abilities, including the most able. We use differentiation very effectively across year groups to ensure that all children can access a curriculum that inspires and challenges at all levels. Our pupils, whatever their ability, are central to our thinking.

We plan our teaching and learning to provide the opportunity for each child to reach the highest level of personal achievement. We cater for children's needs and abilities through carefully planned and differentiated tasks and opportunities, and a suitably challenging curriculum, where children can develop higher order skills.

We offer many opportunities for Gifted and Talented pupils to develop their skills. These include challenge activities with local secondary schools and across our Trust schools, participation in the Quiz Club team, Spelling Bee, sporting events and competitions. We offer extra-curricular activities to promote dance and sporting activities, singing and music, as well as chess and computing. We also



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regularly celebrate an abundance of talent at our Friends of Whinstone events (Whinstone's Got Talent and Whinstonebury). We strive to change and alter our provision to meet the ever-changing needs of our pupils.

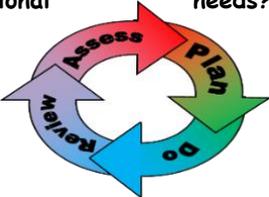
Within school, we identify pupils who show a gift or talent within a certain area. We then encourage participate in activities and events to further develop these skills. Parents, who feel their child has a particular gift or talent that school may not be aware of, should contact your child's class teacher to discuss this.



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More information about Whinstone Primary School's Offer of SEN provision

<p>Which kinds of Special Educational Needs are provided for:</p>	<ul style="list-style-type: none"> * Communication and interaction * Cognition and learning * Social, emotional and mental health difficulties * Sensory and/or physical needs * ASD/social communication disorders * Specific speech and language disorders (including selective mute) * Dyslexia * Dyspraxia * Fine/gross motor difficulties * ADHD * Hearing and visual impairments * Medical needs
<p>How does the school know when a pupil has special educational needs?</p> 	<ul style="list-style-type: none"> * Teachers express their concerns with the SENCo, as well as: * Discussions at pupil progress meetings * Concerns raised by parents/carers * Initial admissions form in which need/concern stated * Information/report from other professional, medical etc. * Specific assessments including standardized assessments * Tracking of pupil's attainment and rate of progress - e.g. children working below what is expected of them by Age related expectations and whose primary need is not English as an additional language.
<p>How is the curriculum matched to pupil's needs?</p>	<ul style="list-style-type: none"> * Differentiation in curriculum planning and delivery in the classroom * A variety of teaching strategies * Multisensory learning opportunities to support different learning styles * Visual timetables * Additional adult support (small group or 1:1) * Grouping for teaching purposes within the class, mixed gender, race, religion and ability



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	<ul style="list-style-type: none"> * Individualized curriculum for children with SEN * Individual targets * Additional equipment/resources provided to meet individual needs * Use of strategies as recommended by advisory teachers and therapists * Additional activities from Pupil Premium funding for identified pupils * Special arrangements for tests
<p>What sort of provision if available for pupils with <u>Communication and interaction needs</u>?</p> 	<ul style="list-style-type: none"> * Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self-care, * Flexible thinking (Socially Speaking, Time to Talk, Black Sheep material, e.g. Nursery Narrative) * Access to low stimulus areas, if necessary (individual workstations or desk spaces, clear visual timetables) * Flexible approaches to timetables, with withdrawn time or time out scheduled. * Modifications to lunch and/or break times, with indoor provision areas for vulnerable pupils. (Pupils can work as buddies for younger children, spend lunch in the ICT suite etc.) * Access to technology and the use of specialist ICT software. * Explicit teaching of generalising skills from one context to another (Precision Teaching, Read Write Inc. As a KS2 SEND tool, Specialist Learning team techniques) * Careful planning of transition * Social stories, following specialist guidance
<p>What sort of provision if available for pupils with <u>Cognition and Learning needs</u>?</p>	<ul style="list-style-type: none"> * Regular, individually focused intervention using set schemes, or adapted techniques (Precision teaching) * Increased access to small group support, delivering booster sessions on key skills * Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, visual aids * Phonic development programmes (Read Write Inc. used as an SEND tools, Direct Phonics, Precision Teaching) * Increased access to ICT, with individual laptops and software issued if necessary * Flexible groupings to ensure children are working with peers to support and enhance their learning. * Enhanced access to technical aids e.g. voice recorders ,ICT software and/or hardware * Adaptations to assessments to enable access e.g. readers, scribe, ICT support, additional time.
<p>What sort of provision if available for pupils with <u>Social, emotional and mental health needs</u>?</p>	<ul style="list-style-type: none"> * Access to timeout/individual work areas. * Mentoring by older pupils for support, or older vulnerable pupils working with Key Stage 1 pupils, to give them a sense of responsibility * Individualised rewards systems, based on the child's interests (reward ICT time, themed stickers, time for additional sport) * Access to counselling services * Increased access to additional adults in the classroom * Opportunities to develop Social Emotional Aspects of Learning (Social Stories, Socially Speaking, Autism transition programmes)
<p>What sort of provision if available for pupils with</p>	<ul style="list-style-type: none"> * Physical aids to support access e.g. hearing aids, large print materials, sloped desks, wobble cushions, specialist cutlery. * •Access to a specialist teacher(Hearing/Visual Impairment Team, Specialist Learning Team, Occupational Therapy)



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<p><u>Sensory and/or physical needs?</u></p>	<ul style="list-style-type: none"> * •Access to support for personal care * •Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
<p>How is support organized for pupils with identified special educational needs?</p>	<ul style="list-style-type: none"> • Staff deployment is organized well in advance of the new school year with careful consideration as to which staff will work with classes, groups and individual pupils. • Provision map- allocated resources to year groups and individual pupils against pupil progress • Teaching Assistant skills matched to pupils' needs • Support organized to take account of advice from outside agency specialist • Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day. • Appropriate training provided for staff to meet the needs of children. • Targeted use of pupil premium • SEN resources managed and maintained by SENCo • Budget approved and monitored by governors and Head Teacher



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<p>How does the school know whether pupils are making progress?</p> 	<ul style="list-style-type: none"> • We use these activities/systems to measure impact. Evidence and data is measured against targets. • Teachers' knowledge of attainment and progress within the class on an ongoing basis Tracking of pupils' attainment and rate of progress • Termly SEN pupil progress meetings • Good communication amongst all school staff • Assessment for learning - children evaluate their own learning and receive feedback in marking • Termly tracking of progress for target children, classes and intervention groups • EYFS pupil profiles document progress through observation and annotations. • Parental involvement in children's records • Provision mapping and reviewing • Monitoring- lesson observations, learning walks, planning and book scrutiny • Individual reviews of progress through parents meetings (termly) • Feedback from parents/carers • Evaluations from agencies working with the school. • Governors' views are sought in relation to the School Development Plan and they are involved in policy making and review. They visit school three times a year.
<p>How are parents/carers informed about how their child is doing?</p> 	<ul style="list-style-type: none"> • Individual target/review meetings • Annual Review meetings for those with EHCP/Statements • Meetings with advisory teachers and therapists • Copies of reports from advisory teachers and therapists • Other more informal meetings • Parents and carers welcomed in school
<p>How are decisions made about how much support individual pupils receive?</p>	<ul style="list-style-type: none"> • Pupils who have High Needs Funding are supported through 1:1 adult support for whole or part of the day. • Discussions/ review meetings with parents/carers and professionals. • Termly Inclusion Meetings in school • Termly SEN pupil progress meetings • Recommendations from advisory teachers or therapists • Tracking of pupils' attainment and rate of progress • Class teachers also make decisions about support needed in class for specific purposes e.g. if a pupil has struggled with a concept



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<p>How are pupils involved in their education?</p> 	<ul style="list-style-type: none"> • Attendance at Annual reviews/progress meetings • Written/recorded reports views of pupil • Assessment for learning- pupils evaluate their own learning and receive feedback on marking • Pupil voice/school council
<p>How does the school know if the extra support is helping pupils to make progress?</p>	<ul style="list-style-type: none"> • Tracking of pupils' attainment and rate of progress • Termly pupil progress meetings with class teacher • Termly meetings to discuss impact of Intervention groups • Teachers expressing a concern to the SENCo, then completing an 'initial concern form • Annual review of High needs/ECHP • Analysis of the schools provision map to ascertain pupil progress against interventions
<p>How are parents/carers informed about their child's needs and what support they are receiving?</p>	<ul style="list-style-type: none"> • Parent/carer meetings • Letters home to inform parents of interventions • Meetings with advisory teachers and therapists • Copies of reports from advisory teachers and therapists • Informal meetings with the SENCo and/or class teachers • Annual reviews
<p>How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?</p>	<ul style="list-style-type: none"> • Parent/carer termly meetings • Annual Review meetings • Copies of reports from advisory teachers and therapists • Meetings with the SENCo and/or class teacher
<p>What specialist support or services does the school access for pupils with SEN?</p>	<ul style="list-style-type: none"> • The School liaises regularly with parents and specialists/outside agencies involved with the child through reviews, Support plan meetings, parents evenings, report sharing, information sharing, phone calls and e-mails. • Educational Psychology Service • NHS Speech and Language Therapy Service • NHS Occupational Therapy Service • Social Care Services /LD CAMNS • Early support Nursery team • EAL team • Hearing Impairment service • Visual Impairment service



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	<ul style="list-style-type: none"> • Dyslexia Action • CAMHs (Child and Adolescent Mental Health Services) <p>We also support parents through links with local services and charities, such as:</p> <ul style="list-style-type: none"> • Daisychain (ASD support) • SNAPS (Special Needs Activities with Parents Support)
How does the school prepare their pupils for their next stage of education and for adult life?	<ul style="list-style-type: none"> • SENCo and Year 6 teachers SEN Secondary Transition meeting and discuss individual pupils with colleagues from their secondary schools, requesting that some pupils are placed with their friends to aid transition • Year 6 Annual Review and transition meetings for those with High Needs Funding; secondary colleagues invited • Additional transition visits to the new secondary schools for some pupils • Transition booklets are created for some pupils with more complex or significant needs with photos and information about the new school • Follow advice and recommendations from advisory teachers and therapists • Some children with more complex needs may benefit from some life skills e.g. organizing their own equipment, using planners • Y6/Y7 transition projects • Educational visits that raise expectations and experiences e.g. France
How does the School support pupil's overall well-being?	<ul style="list-style-type: none"> • PSHE/SMSC lessons and circle time activities • Positive behaviour rewards, awards • Attendance awards • Playground peer mediators, play leaders • School Counsellor • Multi-agency meetings for vulnerable pupils • Liaison with school nurse and health visitor • After school clubs • Walk to school project • Displays communicate school ethos • School Council
Who can parents/carers contact to talk to about their child's special educational needs?	<p>If parents have concerns about their child, they should contact their child's class teacher, or the school office on 01642 750318 to ask to be contacted by our SENCo or a member of the Senior Leadership team.</p> <p>We will try to contact you as soon as possible, to discuss your concerns and begin the process of any assessments needed.</p>
Who should parents/carers contact if they have a complaint about the SEN	<p>If you require further support, beyond school, parents/carers can contact the Special Educational Needs Caseworker, Stockton Borough Council</p>



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provision in the School?	Early Years and Complex Needs Team 4th Floor Queensway House West Precinct Billingham TS23 2YQ 01642 527121
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