Special Educational Needs & Disabilities (SEND) Information Report (Local Offer)
Biddick Primary School
Updated July 2024

A synopsis off this report can be found in our "SEND Information for Parents" video on our school website.

Our school prides itself in its ability to offer and successfully deliver a full curriculum that is inclusive to all children, irrespective of need. The SEND team work closely with all of the teaching staff and, as a result, are able to support children with a wide range of academic, physical and social needs. This may be in the form of classroom based support or withdrawn support, often in small group or one-to-one sessions using resources from within the school and from the support services within Sunderland. The school maintains very close working relationships with children, staff, parents and other agencies. Indeed, partnership with parents is of the utmost importance. We encourage parents to discuss progress regularly with class teachers and our Special Educational Needs and Disability Co-ordinator, Miss Carling Baggott.

All Sunderland Together for Children, maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND need are:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical

SEND Ranges
Together for Children Sunderland launched the SEND Ranges in September 2019. The ranges will provide a framework for all professionals working with the pupil and will give clarity for parents and families in terms of what their child's needs are and what they will receive to support this. They have been made using all agencies in Sunderland and with additional outside advice so it will hopefully mean children across the authority will receive consistent and targeted support to suit their needs. We have included your child's current range on their support plan, this can be discussed with their class teacher. You can download a copy of the SEND ranges from our SEND page of our school website. A parent guide to The SEND Ranges can be found at https://sunderlandpcf.co.uk/send-ranges-2019/
At the moment, referrals to Autism Outreach, Language and Learning etc can only be completed if the child is working within Range 3 or higher. If you would like to discuss this, please contact a member of the SEND Team.

What is the Local Offer?
The Children and Families Bill was enacted in September 2014. From this date 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. The LA refer to this as the 'Local Offer'. The intension of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Click here to go to Sunderland's Local Offer.
https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0

What is the Special Educational Needs Information Report?
Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Educational Needs Information Report'

Biddick Primary School Special Educational Needs Information Report

1. Who are the people I need to talk to at Biddick Primary School about my child's difficulties with learning/special educational needs or disability (SEND)?

The Class teacher
Responsible for:
Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.

Writing Support Plans and sharing and reviewing these with parents at least once each term and planning for the next term.

Ensuring that any additional resources, support or adaptations to the curriculum enable all children to be included in the learning

Personalised teaching and learning for your child as identified on school's Provision Map.

Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any SEND.

The SENCo (The Special Educational Needs and Disabilities Coordinator) –
Miss Carling Baggott carling.baggott@biddickprimary.org.uk

Responsible for:
Developing and reviewing the school's SEND policy

Coordinating all the support for children with special educational needs or disabilities (SEND)

Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Occupational Therapist, Physiotherapist, Speech and Language Therapist, Educational Psychologist, etc.

Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teacher – Mrs Wendy Fowler **wendy.fowler@biddickprimary.org.uk**
Responsible for:
The day to day management of all aspects of the school, this includes the support for children with SEND.

SEND budget management and the deployment of resources / equipment

Giving responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

Making sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mrs. Sharon Jobling
Responsible for:
Making sure that the necessary support is given for any child who attends the school, who has SEND.
School contact telephone number 0191 41541510

2. What are the different types of support available for the children at Biddick Primary School?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).
For your child this would mean:
That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Specific strategies (which may be suggested by the SENCo or an external agency, e.g. Educational Psychologist) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. This will be discussed with parents / carers.

Specific group work
Intervention which may be:

Run in the classroom or outside.

Run by a Teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g. Speech and Language Therapy, Physiotherapy
SEN Code of Practice 2014: School Support (SS)
This means they have been identified by the SENCo /Class Teacher/Medical Professional/Parent or Carer as needing some extra specialist support in school from a professional outside the school. This may be from:

Together for Children Sunderland central services such as the Specialist Support Team for Children with Physical and Medical Disabilities, the ASD Outreach Team or Sensory Team (for children with a hearing or visual needs)

Outside agencies such as the Education Psychology Service (EPS).

What could happen:
You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Occupational Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support
This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (Refer to 'Including All Children' – documentation from Sunderland LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Together for Children Sunderland central services such as the Specialist Support Team for Children with Physical and Medical Disabilities, the Autism Outreach Team or Sensory Team (for children with a hearing or visual needs)

Outside agencies such as the Speech and Language Therapy Service (SALT) or Language and Learning support.

For your child this would mean:
The school (or you) can request that services within Together for Children Sunderland carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think that your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The Statement or EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3. How can I let the school know that I am concerned about my child's progress?

If you have concerns about your child's progress you should make an appointment to speak to your child's Class Teacher initially.

If you continue to be concerned that your child is not making progress, you may make an appointment to speak to the Special Education Needs and Disabilities Coordinator (SENCo)

4.Will school let me know if they are concerned about my child's progress?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

Listen to any concerns you may have

Plan any additional support your child may need and inform you of progress and achievement

Discuss with you any referrals to outside professionals or agencies to support your child's learning

5. How is extra support allocated to a child and how will it allow them to progress in their learning?

The school budget, received from Sunderland LA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school Governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:

the children getting extra support already

the children needing extra support

the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

The child's view will be sought informally and for review meetings; this may not always be possible with very young children / children with delayed development.

Schools identify the needs of their pupils on a school Provision Map, which for SEND pupils identifies all resources/training and support. This Provision Map is reviewed regularly and changes made as needed, so that needs of all children are met and resources are deployed as effectively as possible.

6. Who are the people offering support to my child in school?

School provision:
Teachers

Teaching Assistants / Learning Support working with individuals or small groups

All staff in school will make reasonable adjustments to cater for your child's specific needs in line with The Equality Act 2010.

Weekly session with school counsellor.

Together for Children Sunderland provision delivered in school:
Autism Outreach Service

Educational Psychology Service

Sensory Team for Children with Visual or Hearing needs

EAL (EMTAS) English as an Additional Language

Early Years/KS1 Behaviour Intervention Teams & Nurture Provision

KS2 Behaviour Intervention Teams/PRU (Pupil Referral Unit)

Language and Learning Team

Health Provision delivered in school:
School Nursing Team

Speech and Language Therapy

School Nurse / support from Consultant Paediatricians where appropriate

Occupational Therapy

Physiotherapy

CAMHS

Children and Young People's Service (CYPS)

Look at the local offer for other services that may be useful to you
https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0

7. How are the staff at Biddick Primary School helped or trained to work with children with an SEND?

The SENCo's job is to support the class teacher in planning for children with SEND. All staff working with your child on a regular basis will be aware of the reasonable adjustments made to support them in their day-to-day learning. These will be recorded on their one page profiles, class provision maps or identified on planning and will be in line with The Equality Act 2010.

The SENCo attends regular Together for Children Sunderland SENCo Meetings which provide regular updates regarding current developments in Special Educational Needs/Disabilities and Inclusion.

The school has a Continuous Professional Development (CPD) Training Plan which provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), Speech and Language difficulties and cognition and learning difficulties.

Individual Class teachers and Support Staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service and Specialist support Team e.g. Moving and Assisting training.

Support staff have developed their knowledge and training on sensory de-stimulation to support those with heightened or additional sensory needs.

8. How will teaching be adapted to suit my child?

Class Teachers plan lessons according to the specific needs of all groups of children in their class, (including learning objectives pitched at your child's current attainment level), and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be reasonably adjusted on a daily basis if needed to meet your child's learning needs. All adjustments will be in line with The Equality Act 2010.

9. How do you measure the progress of my child?

Your child's progress is continually monitored by his/her class teacher

His/her progress is reviewed formally every term in reading, writing and numeracy.

If your child is in Year 1 or above, your child will be assessed at the year group level they are currently working at to ensure we allow as many opportunities to show progression in their learning. If they are unable to comfortably access their year group objectives, they will be given adapted work to allow them to achieve.

At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Children may have an SEN Support Plan which will be reviewed, and a future plan made. Targets will be set, designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed, and a future plan made.

Teachers meet with the SENCo on a termly basis as part of SEND Pupil Progress Meetings

The progress of children with a Statement of SEND/ Education Health and Care Plan (EHCP) is formally reviewed at an Annual Review, with all adults involved with the child's education including Parents/Carers.

The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book/work scrutinies and lesson observations will be carried out by the SENCo, and other members of the Senior Leadership Team, to ensure that the needs of all children are met, and that the quality of teaching and learning is high.

10. What support can you offer me as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. She will be able to advise you of any further support you may want to access.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

You will also have access to Sunderland City Council's Local Offer – available here https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0
Your child's SEN Support Plan will be reviewed, with your involvement.

Sunderland Parent Carer Team can be found at https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/service.page?id=mCoN6gIz8ew

11. How can Biddick Primary School be accessible to children with specific needs?

The school is fully compliant with DDA requirements.

The school is on one level with easy access, with double doors and exits are ramped.

Early Years has a disabled toilet and a shower area.

We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.

Children with physical/medical needs have a comprehensive protocol in place.

After school provision is accessible to all children including those with SEND.

12. How will Biddick Primary School tackle transition?

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

If your child is moving child to another school:
We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:
Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Support Plans will be shared with the new teacher. If your child would be helped by a book or visuals to support them understand moving on then it will be made for them.

In Year 6:
The SENCo will discuss the specific needs of your child with the SENCo of Biddick Academy or any other secondary school that your child may be transferring to.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Additional visits are arranged for children who need extra time in their new school.

13. How will my child be included in activities outside of the classroom?

Activities and school visits are available to all.

Risk assessments are carried out and procedures put in place to enable all children to participate.

However, if it is deemed that a very high level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.

14. What would happen if my child has a medical need?

If a child has physical and/or medical needs then a detailed Medical Protocol is compiled in close consultation with parents/carers and with support from the medical professionals involved with the child e.g. community paediatric nursing team

Individual Protocol Plans (including any emergency procedures) are circulated and are discussed with staff.

Staff receive appropriate training, where required, on an annual basis.

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

Risk assessments are completed to support children with complex physical/ medical needs.

We have members of staff who are trained in the Administration of Medication

We have members of staff who have First Aid Training, including Paediatric First Aid Training.

15. Which school can my child with SEND apply to?

If parents wish a child with SEND to be admitted to Biddick Primary School, the school adheres to the Local Authority Admissions Policy. More information can be found on our school website or in our SEND policy.