



Byerley Park Primary School

SEND Information Report

SEND Home Page

What is the Local Authority Local Offer?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

The current link to the LA Local Offer website can be found at:

www.countydurhamfamilies.info/localoffer

General Information

At Byerley Park Primary School we are committed to the equal inclusion of all pupils in all areas of Early Years and Primary School life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

At Byerley Park 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 SEND.

At Byerley Park 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.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. 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 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. A link to the LA School Admissions Policy is available on our website.

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 Education 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

Relevant school policies can be found on the website. The most important ones for parents with children who have SEND are:

SEND Policy
Behaviour and Discipline Policy
Disability Equality Policy
Anti-Bullying Policy
Medical Needs Policy

Contacts

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

Mrs Alison Gargan is the Head Teacher and Designated Teacher for Looked After Children

Mrs Sally Lakey is our designated SEND Governor

Mrs Rebecca Pattison is our designated Special Educational Needs and Disability Co-ordinator. The National Award for SEN Co-ordinator was achieved by Mrs Pattison in 2011.

The SENDCO role supports all families in the transition for all SEND pupils, working closely with multi-agencies and partnerships to ensure that their learning journey is a happy and successful one.

It is the SENDCO's job to:

1. Oversee the day-to-day operation of the school's SEND Policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
5. Liaise with parents/carers of pupils with SEND
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEND pupils up to date

8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements.

Pastoral, Medical and Social Support

We support all pupils, whatever their need, in consultation and with co-operation of parents to ensure the pupil can flourish in our school.

Statement of Intent for Promoting Equality

At Byerley Park 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.

Byerley Park Primary School prides itself in being 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.

Consultation with Children and Young People with SEND

Ensuring that all children attending Byerley Park Primary School receive provision that maximises their enjoyment and achievement is central to all we offer. Consultation with families is key to securing success in this area. Teachers/SENDCO 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, discussing them with the class teacher/SENDCO.

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.

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

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

Finance

The school funding formula is generated to include financial provision to specifically support pupils' individual special needs. This funding is prioritised to tailor-make learning, to ensure small steps of progress are continually made by all SEND learners. At Byerley Park Primary School, for those pupils with High Needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes and additional funding and financial support can be applied for from the Local Authority. Detailed termly assessments and target tracking ensure that all learners achieve and make progress at Byerley Park Primary School.

Teaching, Learning and the Curriculum

At Byerley Park Primary 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 Byerley Park 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 SEND 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 SEND below:

- Adapted equipment including writing boards and chairs, and daily physiotherapy sessions for a pupil with cerebral palsy.
- Modified curriculum topic work based on the interests of a pupil with moderate learning difficulties.
- Access to one to one support, visual timetables and time out areas for a pupil with autism.
- Adapted work for pupils with specific learning difficulties.
- Strong links with CAMHS and other counseling services to help pupils with mental health issues.
- Motor programs, as advised by the Movement Team, for both individual and groups of pupils with specific movement difficulties.
- Speech programs run for individuals with speech difficulties, as advised by SALSP.
- Getting Along program run for pupils who have found it difficult to make friends.
- Spelling programs carried out with individuals with specific learning difficulties.

Special Educational Needs & Disabilities (SEND)

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

- A range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Additional in class support
- Additional out of class support
- Many Enrichment and Enjoyment opportunities to stimulate and motivate learning
- Flexible groupings – including small group support work
- An innovative and supportive curriculum

- The appropriate use of rewards and sanctions
- A broad range of extra-curricular activities, including homework club, one to one support and booster/extension sessions
- Mentoring and Counselling;
- Assessment procedures that emphasise pupils' strengths and achievements
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate

If you have any questions about our SEND School Offer please contact the school and we will try our best to help you. Further information on Our Curriculum and SEND can be found in our Curriculum Policy.

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. Byerley Park Primary School works closely with the following professionals, as required, in order to provide the highest level of support for pupils with SEND:

- Local Authority Special Educational Needs Inclusion Team
- Durham Educational Psychology Service
- One Point Hub
- Health Agencies, particularly School Nurse Service.
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Durham Autistic Spectrum Team
- Behaviour Support Services / Crisis Response.
- Durham Movement Difficulties Service
- Tree Tops Occupational Therapy Service for Children
- The Service for the Hearing Impaired
- The Service for the Visually Impaired
- Educational Social Workers
- School Parent Support Advisor
- Looked After Children Team
- Learning Difficulties and Disability Support Service
- Occupational Therapy
- Medical Practitioners

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

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. 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. This can be found on the school website.

General Contact Details:

School Telephone Number: 01325 300598

School website: www.byerleyparkprimaryschool.co.uk

School email: byerleypark@durhamlearning.net

Transition

At Byerley Park Primary School we recognise how important a successful transition is to our pupils with additional needs. We work in partnership with our feeder secondary schools 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 sub-mitted to the Local Authority. 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 Open Information Event

Children's visits to Reception class in the Summer Term

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

