

FIRTHMOOR PRIMARY SCHOOL



SEND Policy and Information Report

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Review frequency	annual
Review date	October 2022

Links with other policies and documents

This policy links to our policies on:

- Safeguarding and Child Protection Policy
- Admissions Policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- PSHE and Relationships Policy

1. Aims

Our SEND policy and information report aims to:

- Set out how our academy will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Firthmoor Primary School, we aim to provide choice to all our children, whatever their ability or needs. We have high expectations and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

We promote a love of learning, which encourages our children to aim high and become valuable members of society and pride ourselves on being a school at the heart of the Firthmoor Community, involving pupils, parents and the wider community in our achievements.

Aims and objectives

The aims and objectives of this policy are:

- to promote the development of all children, ensuring learning opportunities and programmes are in place for all children to make good progress.
- to enable each person to achieve their full potential by identifying and supporting their needs, offering a broad and balanced curriculum that promotes equal opportunities for all the children within our academy.
- to commit to narrowing the attainment gap between SEND and non-SEND students. This may include appropriate intervention and learning programmes developed on an individual needs basis.
- To enable children and their parents to participate fully in decision-making
- to actively engage with partner agencies in developing appropriate provision and supportive strategies.
- to encourage children to grow and develop their potential by allocating resources, enabling them to fully participate in the life of the academy.
- to provide learning support in all areas of transition, ensuring support and continuity is provided across all Key Stages.
- to provide a staffing structure with clear lines of responsibility for SEND and ensure staff training is provided as appropriate.
- to promote effective communication within academy by sharing examples of good practice and supporting colleagues by working together.
- to operate a system of assessment, record keeping, regular monitoring and effective feedback to support pupil progress

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Who do I contact about my child if I have any concerns regarding an educational need and what are their responsibilities?

If you have any concerns about your child you should talk with the class teacher. Depending on the outcome of these discussions, you may have to follow up meetings with the SENDCO, Mrs Helen Irwin or the Headteacher, Mrs Ann Dixon

Our Academy fully recognises its responsibility to provide a positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, provide good adult role models and the identification of early and additional support/services to children and families. We are committed to recognising and reducing risks to all children including harassment, bullying and cyber bullying, victimization and peer on peer abuse, sexual violence and sexual harassment. By following agreed procedures and policies, staff are supported to respond quickly, appropriately and sensitively to any concerns

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Helen Irwin

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively

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- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils with SEND up to date in line with the schools Data Protection and Record Retention Policy
- Participate in training and CPD opportunities, some of which emphasise mental health to a greater extent.

4.2 The SEND governor is Mrs Pat Irving

The SEND governor and governing board will:

- Evaluate and develop the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the academy
- Ensure that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.
- Ensure that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing
- Publishing annual information about the admission arrangements for pupils with SEND and the school's Accessibility Plan

4.3 The headteacher is Mrs Ann Dixon

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Ensuring that the SENCO has sufficient time and resources to carry out their functions and provide them with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Have overall responsibility for the provision and progress of learners and quality of teaching with SEND and/or a disability
- Ensure that the approach to the curriculum includes how it is made accessible for pupils with SEND, establishing a culture of high expectations ensuring all pupils with SEND access opportunities available to other pupils.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils
- Ensure on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively

- Work with the SENDCO and governing board to ensure that the academy meets its responsibilities with regard to reasonable adjustments and access arrangements
- Ensure that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans

4.4 The DSL (if not the headteacher) will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online
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4.5 Class teachers

Each class teacher is responsible for:

- Being accountable for the progress and development of every pupil in their class
- Adapting and refining the curriculum to respond to the strengths and needs of all pupils
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with and with the support of the SENCO, implementing strategies to identify and support vulnerable pupils
- Contributing to devising personalised learning plans/additional support plans, to prioritise and focus on the next steps required for each child to improve in their learning
- Communicating with the SENDCO and the team involved in supporting the child to ensure that all staff are aware of the child's needs
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, Anxiety, attention deficit hyperactivity disorder (ADHD), attachment disorder and oppositional defiant disorder,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy,
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children may have special needs either throughout or at some time in their school career. Children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- they are making significantly less progress than that of their peers starting from the same baseline
- they fail to match or better their previous rate of progress
- they fail to close the attainment gap between the them and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

All children are assessed when they enter our academy through age appropriate tasks, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. When deciding whether special educational provision is required, we will start with the desired outcomes including the expected progress and attainment and the views and the wishes of the pupil and the parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The Headteacher / class teacher and SENDCO will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- WE take into account the views of the pupil
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and we will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher or key support staff will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment and effectiveness of the support and interventions is reviewed regularly. Parents are kept informed about the impact on progress and are involved in planning in all stages. If there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other outside agencies.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Interventions or programmes are implemented and overseen by the class teacher with the support of the Academy SENDCO. Interventions and strategies may be different from or additional to those provided as part of the Academy's working practices.

The effectiveness of the support is reviewed regularly. Parents are kept informed about the impact on progress and are involved in planning the next stage

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

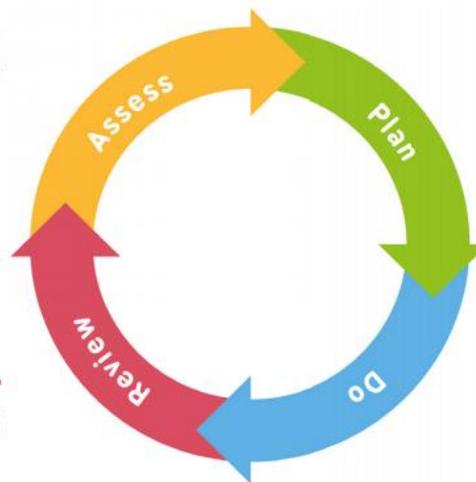
Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.



Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCO.

Continue with observations to see how the child responds to the support.

One Plan

A One Plan is a planning tool that is used to document and evidence a graduated approach to supporting special educational provision for an individual child. If external agencies are involved in supporting a child with SEND, then it may be appropriate for a professional working with the child to initiate a One Plan. The person centred approach offered through a One Plan is an effective tool for all agencies to use when planning the support available for a child.

Specialist provision and Education, Health Care Plans (EHCP)

An Education, Health Care Plan is considered where there is evidence that despite the Academy having taken relevant and purposeful action to identify, assess and meet the special educational needs of the young person, further support or intervention is needed. An Education, Health Care Plan is used when a more individualised and intensive programme is required, involving more specialist expertise in the delivery. It may involve individual support or specialist provision.

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

5.5 Supporting pupils with transition to other schools

We will share information with the school, academy or other setting the pupil is moving to. We will discuss and agree with parents and pupils which information will be shared as part of this to ensure that the setting is prepared to fully support the needs of the pupil.

Pupils moving to others schools and academies, in particular transition to secondary education, will have an induction period or a short visit to their new setting. We will support pupils by inviting visitors from prospective secondary schools to talk to pupils about transition to a new school and what they can expect.

Admission Arrangements

No child will be refused admission to our academy on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The Academy Admission policy is available on the Academy website.

The school will ensure it Admission arrangements by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.

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- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

5.6 Our approach to teaching pupils with SEN

We aim for all pupils to achieve their full potential. We offer a balanced curriculum, which is tailored to enable all pupils to develop their skills and talents through positive and realistic goals.

We provide support for pupils with a range of additional educational needs which enables them to access all areas of the academy curriculum and encourage children to take responsibility and to make decisions. This is part of the ethos of our academy and relates to children of all ages. Children are involved at an appropriate level in setting targets and in review meetings and are encouraged to make judgements about their own performance against their targets

In our academy, we aim to provide choice to all our children, whatever their ability or needs. We have high expectations and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers respond to children's needs by:

- differentiating tasks so that all children can access a broad and balanced curriculum
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through a multi-sensory approach and varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- providing clear marking and feedback so that children can take a pride in their successes and understand how to improve further
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Information collected about a pupils SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils parents, the Headteacher or the SENDCO, unless the academy has safeguarding concerns. Confidential information regarding a pupil's SEN is kept in the pupil's SEND file which are kept in a secure, locked cupboard.

5.7 Additional support for learning

We will also provide the following strategies and interventions:

- One to One tuition and support where needed and tailored to support individual needs
- Small group intensive work focusing on specific needs and support
- Intensive interaction and/or use of 'sensory' based approaches
- Use of specialist equipment such as writing aids, ICT equipment, Radio Aids etc
- Peer-oriented intervention (e.g. buddy system and peer monitoring)
- Positive reinforcement and behaviour reduction strategies
- Pastoral support and behaviour management
- Inclusion Officer support
- Team around the Family meetings (TAFs)

The staff at Firthmoor work with a range of agencies that can best advise on the needs and development of the children in our academy. These include;

- Occupational therapists
- Speech and Language therapists
- Physiotherapists
- Educational Psychologists
- School Nursing Team
- CAMHS
- Social Care Team – Social Workers
- Child Protection Advisors
- Counselling

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- planning for children's full participation in learning, and in physical and practical activities

Accessibility and the school environment

At Firthmoor Primary School, we are happy to discuss individual access requirements. The building is all one level and includes:

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- Ramps into the school to ensure accessibility for all
- Wider entrances and doorways throughout the building
- Toilets adapted for disabled users
- Sound systems in the main hall
- Painted areas, i.e. steps, to support the visually impaired
- Use of computers and mobile devices such as Ipads, Laptops and Surface Pros

5.9 Expertise and training of staff

Firthmoor Primary School is an inclusive academy with a high level of commitment to ensuring that members of staff have the skills needed to support the needs of our learners. Staff members have been involved in training that has included sessions on:

- Speech, Language and Communication Needs
- Specific learning difficulties (such as, dyslexia)
- Specific medical conditions (such as asthma, diabetes, eczema, epilepsy,)
- First Aid Training (Paediatric First Aid, Emergency First Aid, Administering Medication, Anaphylaxis Training and using a Defibrillator)
- Behavioural difficulties
- Handling children in a positive way
- Working with children with Hearing Impairments
- Working with children with Autistic Spectrum Disorder
- Supporting children with specific learning difficulties impacting on their reading, writing and maths learning

We also use specialist staff for Speech and Language support, Counselling, support for child and adolescent mental health (CAMHS), medical, general wellbeing and health (School Nurse), Child Protection and Social Care support. Our SENDCO is allocated 1 day per week to manage SEND provision within the academy. All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils.

Supporting children with medical conditions

The academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan, which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2015) is followed. Please see the academy's separate policy for Supporting Pupils with Medical Conditions.

5.10 Securing equipment and facilities

Funding for SEN provision is allocated each financial year and is used to provide additional support or resources depending on the needs of the individual. For example, it may be used to fund additional teaching support for 1:1 interventions or for materials to support the child in the classroom, e.g. iPads, visual aids, sensory aids.

Additional provision may be allocated after discussions with the class teacher or SENDCO at progress meetings or if a concern has been raised at any time during the year. Resources may include deployment of staff depending on circumstances. We have separate areas available for the provision of additional support

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such as, physiotherapy, pastoral support, counselling and speech and Language. A room is available for children to be treated in private, and medication is stored securely and safely, but with easy access for staff in case of an emergency. Classroom areas are set out to ensure there is adequate room for mobility aids and wheelchairs to be moved and stored, and emergency procedures and tests are carried out on a regularly basis to ensure compliance.

5.11 Evaluating the effectiveness of SEN provision

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed
- Use of standardised tests – SATs, Foundation profile scores
- Academy tracking systems

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 8 weeks
- Using Pupil questionnaires
- Monitoring by the SENDCO and the Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

In addition the academy will publish an annual SEND information report which can be viewed on the academy website which details the key SEND information for the year.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

As an inclusive academy, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the academy. All of our extra-curricular activities and educational visits are available to all our pupils, including our before-and after-school clubs and pupils are encouraged to take part in sports day/school plays/special workshops, etc. Our deployment of additional staffing and resources funded from our devolved additional needs budget ensures that all curriculum experiences are available to all pupils in the academy (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

Teachers take account of the needs of all children and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. 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. Pupils are encouraged to review and discuss how they learn and are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

In our academy, we aim to provide choice to all our children, whatever their ability or needs. We have high expectations and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

We provide support for pupils to improve their emotional and social development. All pupils are encouraged to be part of peer groups such as the school council and friendship buddies.

The academy has a zero tolerance approach to bullying and all staff actively encourages children to have respect for each other and for other people's property.

5.14 Working with other agencies

Our academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- CAMHS
- Educational Psychology Service
- Local NHS services - Health Care Visitors/ School Nurse/Paediatricians
- Multi-agency safeguarding hub
- Social Services
- Local Authority staff
- Therapists such as speech and language, physiotherapists and occupational therapists
- Behaviour Support
- Child Protection Advisors

We work with other agencies closely, by liaising with them on a regular basis. This liaison ensures that all of a child's areas of needs are addressed. We have a clear point of contact within the academy who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCO or designated key worker. All relevant professionals are invited to the child's annual review

5.15 Complaints about SEN provision

Complaints about SEN provision within our academy should be made to the Headteacher or SENDCO in the first instance. They will then be referred to the academy's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Any parents wishing to find out details of support services available to their child should speak to the SENDCO, who will signpost them to the relevant service. Darlington Borough Council SEND Information, Advice and Support service provides free information, advice and support for children and young people with special educational needs and their families. You can get in touch by contacting 01325 405878 or email: iass@darlington.gov.uk

Other organisations that offer help and support include;

- Local Children's Centres
- Family Lives

- Children and Young people's Service – NHS
- National Autistic Society
- SENSE

5.17 Contact details for raising concerns

Concerns about SEN provision in our academy should be made to the class teacher, SENDCO or headteacher.

Mrs Ann Dixon – Headteacher

Mrs Helen Irwin – SENDCO

The Local SEND Offer provides information for children and young people with special educational needs (SEND) and their parents or carers. The local offer provides information for families about what they can expect from a range of local agencies including education, health and social care.

Darlington Borough Councils SEND Local Offer can be accessed via their website: [Darlington Borough Council SEND Local Offer](#). A copy of our SEND offer is available on the Academy website

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and Headteacher on an annual basis. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.