



# SEND Information Report

Policy Version Control	
Policy type	The Avenue Primary School
Policy prepared by (name and delegation)	Lucy Owens SENDCo
Last review date	September 2024
Description of changes	Changes to Safeguarding Team Update assessment arrangements and teaching techniques Align to other policies
Date of LGB approval	18.9.24
Date released	19.9.24
Next review date	September 2025

## SEND Information Report – Local Offer

### What is the SEND Information Report?

The Children and Families Act 2014 states that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explained how our school meets the needs of children with SEND. It will be published on our school's website and as part of Middlesbrough's 'local offer'.

This report also complements the Lingfield Educational Trust's and our own Special Educational Needs and Disabilities Policy which will be updated annually. Our Local Governing Body will also review this report every year and will involve the views of our staff and parent/carers. If you wish to give feedback about this report, please contact our Head of School, Mr Hunter via [avenueprimary@mcschools.org.uk](mailto:avenueprimary@mcschools.org.uk).

### Who do I contact about my child's special educational needs?

Your first point of contact, as with anything, is your child's class teacher. You can contact them via the general email address and mark it for the class teacher's attention - [avenueprimary@mcschools.org.uk](mailto:avenueprimary@mcschools.org.uk), or phone the office on 01642 318510.

Our SENDCo is responsible for managing and coordinating the support for children with special educational needs, including those who have an Education, Health and Care Plan (EHCP). She also provides professional guidance to school staff and works closely with parents/carers and other services that provide support for children in school.

The key contacts for SEND in our school are:

Head of School	Mr Hunter
SENDCo	Mrs Owens
Chair of Governors	Mr Foster
SEND Governor	
Designated Safeguarding Lead	Mr Hunter & Miss Bytheway
Deputy Designated Safeguarding Lead	Mrs Johnson, Miss Hope, Mrs Owens, Mrs Naylor, Miss Burnett
Designated Person for Looked After Children	Mr Hunter

Contact details:

The Avenue Primary School  
The Avenue  
Nunthorpe  
TS7 0AG

Tel: 01642 318510

Email: [avenueprimary@mcschools.org.uk](mailto:avenueprimary@mcschools.org.uk)

## **Identification of needs**

### How does the school identify children with special educational needs?

The classroom teacher identifies the child's difficulties through classroom observations, past and present records, National Curriculum attainment and information from parents. They will then be able to identify the immediate educational concerns, which will be monitored closely.

At pupil progress meetings, the classroom teacher and SLT will discuss pupils who are falling behind or making inadequate progress. At this stage appropriate intervention will be planned, delivered and progress monitored. Class teachers complete a SEND cause for concern form and discuss with this the SENDCO. Parents will be informed of the concerns by the class teacher and the SENDCO will decide whether any further movement through the Special Educational Needs and Disability Code of Practice is necessary. If the child is not placed on the register, no further actions are necessary.

### How do we involve parents in planning for those needs?

The SENDCO and class teacher will inform the parents of any concerns and if their child needs to be placed on the SEND register. Parent's views will be gathered through discussion.

The SENDCO then organises any special educational provision necessary and ensures that an individual support plan is drawn up and targets are shared with parents at parent consultation meetings.

Parents who have children with EHC plans are invited to annual review meetings where progress is discussed and new targets are set collaboratively.

## **Support**

### Who in the school will support my child and how will this be monitored and evaluated?

The class teacher has the overall responsibility for the welfare of the children in their class. They are supported in this role by the senior leadership team and health and social care professionals. Class teachers are supported in the classroom by teaching assistants.

Intervention groups and individual support is mapped across the school and appropriate resources are used. The SENDCO is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on both data evidence and from talking to everyone involved in teaching a pupil.

Decisions will also be based on the advice from any other professionals (outside agencies) who have been working with or assessing a student. The amount of provision is decided in line with the needs of the pupil.

Effectiveness of any intervention will be monitored throughout to ascertain progress towards objectives.

## **Curriculum**

### How will the curriculum be matched to the needs of the young person?

All the children with SEND will have access to a broad and balanced education, which includes the National Curriculum. Children with SEND have a variety of different needs and there are a variety of different ways to meet these needs.

Adapting the teaching to meet the needs of all learners is the responsibility of all teachers. Informed by how a child responds in a lesson, the data and information on each pupil, teachers plan for and deliver learning that supports the children to access it, meeting individual's needs through a range of strategies.

All teachers are responsible to plan, prepare and deliver lessons which are differentiated to the levels pupils are working at using quality first teaching and ensuring that targets are stretching and attainable. Children benefit from the support of Teaching Assistants if they need specific support to access the curriculum.

## **Accessibility**

The Avenue Primary School occupies a split site with classrooms across two buildings. They are separated by a short walk that is accessible to all. There is disabled parking onsite and all visitors are able to access the main reception via an accessible entrance.

Most classrooms are wheelchair friendly.

There is a disabled toilet and changing room in both buildings.

## **Parental Involvement**

*How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?*

Parents are encouraged to support their child's learning at home. Homework is provided by class teachers.

Formal parent's meetings take place regularly throughout the school year.

Parents are welcome to meet with their child class teacher when required at a time that is mutually convenient.

Parents are invited to an annual meeting to review their child's EHC plan and contribute to their child's target setting.

Information is shared via our school communication app, Dojo where children's work and progress is shared through weekly updates.

Parents are invited into school regularly to share in a range of activities which include: enrichment afternoons, information sharing meetings, performances, coffee mornings and school fairs.

## **General Well Being**

*What support will there be for the young person's well-being?*

Several members of staff have first aid qualifications. Members of staff are trained annually on administering of epi-pens and have received epilepsy training. Inhalers are kept in the children's classrooms so that they are easily accessible and epi-pens are kept in the staffroom so that they are easily accessible to all staff.

The hospital will work with parents to draw up a care plan for children who have epi-pens and then parents share this with school. All children with a severe medical condition have a care plan in school.

Medicines prescribed by doctors will need to be administered through the office and the school must have a completed consent form from parents to administer medication. All medication and medication consent forms need to be handed into the school office.

## **Specialist Services**

What specialist services and expertise are available at or are accessed by the school?

School has access to the following services:

- Speech and language therapy
- Occupational therapy
- Educational Psychologist
- STARS (HI and VI)
- School Nurse Team
- CAMHS
- Social Care and Stronger Families
- Attendance and Welfare service
- Schools in Mind (Counselling service, Child Wellbeing Practitioner)
- Outreach support

## **Staff Training**

What training are the staff supporting children and young people with SEND had or are having?

All teachers have qualified teacher status and teaching assistants have a minimum of a Level 2 qualification. There is a programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning. The SENDCO has the National award for special educational needs qualification. The SENDCO directs class teachers to courses that are appropriate for particular children in their class with additional needs.

## **Activities outside of school**

Our school is committed to providing all pupils with equal access to an enriched and extended curriculum. Residential holidays are organised to centres that all pupils have an opportunity to take part. Visits to local theatres, art galleries, historic sites etc are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences.

## **Transition**

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

Parents are invited to look around the school and to attend a 'new parent' meeting so we can introduce the team of people who will be working with their child and gather vital information.

Children joining our school in the middle of an academic year do so by arrangement with the Head Teacher. Our website provides lots of useful information.

When pupils move onto secondary school, teachers liaise with secondary school staff to ensure all vital information is passed on. This includes information regarding any additional needs.

The Year 6 pupils take part in induction days at their new secondary school at the end of the summer term. Pupils who need extra support with the transition to secondary school will have additional induction days arranged at the convenience of both schools as well as a key member of staff to support them.

## **SEND Resources**

*How are the school resources allocated and matched to the young person's special educational needs?*

The school has an allocated SEN notional budget based on the SEN register for that academic year. From this budget, the school covers the costs of any additional support for children. The budget is allocated based on the needs of the child. If the school believes that they cannot meet the needs of the child with the allocated notional budget, we will apply for extra funding known as 'higher needs funding' from the Local Authority.

## **The Avenue Primary offer for children and young people with SEND**

### **Identification of need**

*How does the school know if I need extra help?*

Your teacher will know you very well and they will make sure that they will plan lessons that help you to learn.

### **Support**

*What should I do if I think I need extra help?*

We want you to talk to your teachers and teaching assistants if you need help. Think about other familiar adults you could talk to, such as parents or other support staff around school.

### **Curriculum**

*How will my school work be organised to meet my individual needs?*

You will usually work in class with the teacher. Sometimes another teacher or teaching assistant may give you support so that you make good progress. If you need any specialist equipment, the school will provide this.

### **My Involvement**

*How will I be involved in planning for my needs?*

Your teacher will discuss your targets with you and explain what you need to progress. Children are asked about their views of their learning and how they

think they are doing. The children are also asked about what resources and help they might need to improve their learning.

## **Learning**

a) Who will tell me what I can do to help myself and be more independent?

b) How will I know if I am doing as well as I should be?

The staff will help you and they will do this by helping you to become as independent as possible. Teachers will talk to you about what they want you to do and about your next steps in your learning. You will be expected to talk about how you think you can improve. We have lots of rewards and certificates which are presented in our weekly celebration assembly.

## **Well being**

What should I do if I am worried about my school work?

If you are worried about anything in school, you need to talk to a member of staff. All members of staff are friendly and will listen to you and try to help you in any way we can.

## **Involvement in activities outside of the classroom**

How will I know who can help me?

If I you have a disability or additional need you can join in school activities, we will do our very best to support you and make sure that you can join in the clubs you would like to.

## **Transition**

What help is there to get ready to start school?

We will meet with you and your family to talk about how we can make sure we can help you to settle into our school quickly. We might write a plan to make sure other people know how to help you in school. You can come and look around the school and meet your teacher and new friends. Our website has lots of information about the school which you may find useful.

How will I be prepared to move onto the next stage of my school life?

When you are getting ready to go to secondary school, we will make sure that your new school knows about your needs and how they can best help you. You will have visits to the school and will also get to meet the key people.