

# **SEN Information Report**

**Wingate Primary School**

**November 2024**

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The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer:

<http://www.durham.gov.uk/localoffer>

## Context

This guidance reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the Special Educational Needs and Disability Code of Practice 2015. Links to the legislation:

- [Children and Families Act 2014](#)
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- The guidance also reflects the duties set out in the Equality Act 2010 for meeting the needs of pupils with disabilities:
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

## Duties and Responsibilities

The governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their websites with regard to policy and practice to deliver high quality SEN provision. This is called the SEN Information Report (SIR). Schools should ensure that the report gives an accurate reflection of how the school is fulfilling its statutory duties. It should be easily accessible to parents, using clear and straight forward language. The information within the report must be updated annually. (Settings to add review date on the introduction page).

The report should:

- Reflect and contribute to the LA Local Offer;
- Give specific details of the process for identifying, assessing and making provision for pupils with SEN;
- Outline the level of support available to meet the needs of pupils with a range of SEN;
- Detail how funding allocated to school is used to support pupils with SEN;
- Show how the school ensures appropriate access and makes reasonable adjustments to enable the full participation and engagement in the curriculum and wider school life for pupils with a disability.

This guidance should be adapted to reflect arrangements and priorities relevant to each individual setting. Key information to be included in the report:

- How children with SEN are identified and how their needs are assessed;
- Arrangements to review progress towards outcomes – involving families and pupils;
- Support for transition between different phases of education;
- Detail of differentiation & adaptations in the curriculum and teaching to meet the needs of pupils with SEN;
- Use of specialist skills and expertise from within school and through partnerships with external services and agencies;
- Arrangements to monitor and evaluate the effectiveness of the SEN provision;
- Measures to enable pupils with SEN to take an active part in all aspects of school life.

All schools should be committed to meeting the needs of all pupils including those with special educational needs and disability. There should be an expectation that all pupils, regardless of their

specific needs will benefit from inclusive teaching which will enable them to make the best possible progress, ensure they can actively participate in the wider aspects of school life and be supported for the next phase of their education and/or preparation for adulthood.

## Section A

### Introduction

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16).

### Broad Areas of Need

There are four broad areas of special educational need, these are:

- Communication and Interaction
  - Includes pupils with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- Cognition and Learning
  - Includes pupils with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Difficulties
  - 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
  - Includes pupils with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

### Schools ethos & approach

- Schools should consider its ethos in relation to SEN in terms of a whole school approach to SEN, disability, inclusion and partnership working with parents, child/young person and external agencies.
- Details of the school's values, principles and vision for SEN should be stated. If appropriate school could include reference to any 'kite marks' to demonstrate equality of inclusive practice.

### Consultation in production of SIR

- Include details of who was consulted in the production of the report e.g. parent/carers, children/young people.
- Provide links to other policies/procedures. E.g. Admissions arrangements, Accessibility Plan; Equalities Information & Objectives, Safeguarding, SEND Policy, Supporting pupils with medical conditions, etc.

### Review arrangements of SIR

- Provide details of how the SIR is monitored, evaluated and ratified by the governing body.
- Include the date of the SIR annual review.

## Key contacts

### Headteacher

Mrs M.L. Binks

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### SENCO

Mr M Binks

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### SEN Link Governor

Mrs H Cowley

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## 2. SEN Provision

The kinds of SEN that are provided for are:

- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Down syndrome
- Dyslexia
- Fine Motor Difficulties
- Gross Motor Difficulties
- Learning difficulties
- Obsessive Compulsive Disorder
- PANDAs & PANs
- Physical Disabilities
- Speech, Language and Communication difficulties
- Social, Emotional and Mental Health needs
- Vestibular difficulties

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

### Enhanced Mainstream Provision (EMP)

Our EMP supports pupils with Social, Emotional and Mental Health difficulties. Children who access this provision receive regular Nurture Plus Provision support and can access specialist teaching and resources where required.

## Our approach to teaching children/young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence.

At Wingate Primary School, we:

- Ensure that all children have access to the appropriate Early Years / National Curriculum and all school activities.
- Ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching them in a way that is more appropriate to their needs and assessing each child's individual progress.
- Support children to gain in confidence and improve their self-esteem through group, paired and individual activities, including social times throughout the day.
- Make additional provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

## How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN in a number of ways, depending on the nature of each child's needs. Such strategies include:

- Differentiation of work in class (and homework)
- Additional small group support with a teacher or support staff
- Additional resources e.g. word banks, number squares, Bug Club phonics & Reading, etc.
- Teaching activities to be adapted to the preferred learning style of the child, e.g. a multisensory, practical approach or use of visual cues
- Use of ICT to support learning, e.g. Nessy Learning, etc.
- Individual behaviour systems/charts
- Adaptation of Curriculum resources or classroom displays
- Targeted interventions to support specific difficulties (i.e. physiotherapy stretches, Lego Therapy, Zones of Regulation, Listening Matters, Time2Talk
- Use of Makaton or PECs to support communication skills

We believe that supporting all children to learn and participate in all aspects of school life is important. In addition to the formal requirements of the National Curriculum, our children are offered a range of experiences and opportunities in which they can develop social skills including resilience and independence.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find on our website.

## How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching.

### Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have.

Other strategies used by our teachers to identify SEN include:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation at all ages and abilities
- Progress measured against the Early Learning Goals in the Foundation Stage
- Performance measured against National Curriculum age-related expectations, particularly in English and Maths
- Standardised screening or assessment tasks (e.g. Bug Club Reading and Phonics assessments)
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments in Years 1 and 3 to 5
- Referrals and recommendations from External agencies (i.e. Speech & Language Therapy; Cognition & Learning Team)

### SEN Support

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will use ongoing and termly assessment strategies as listed above to identify individual needs. This is done by staff who know the children, and who work together to identify progress and to identify gaps in learning.

Targets and interventions are planned using a Support Plan and records are kept by the appropriate adults (Teacher or Support Staff). Different children require different levels of support to achieve age related expectations, and we expect that parents/carers would work with us, alongside any other appropriate, external agencies.

These actions are reviewed each term and parents are invited to do this with us. Children’s views are taken into consideration throughout the process and are consulted during targeted time and throughout their interventions. All information is shared with parents/carers at Parent Consultation events, or in meetings with the SENCO.

**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 every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

Where the child or young person has not made expected progress despite having provision specific to their needs during at least 2 cycles of Assess, Plan, Do Review, the school or parents may consider requesting an Education, Health and Care needs assessment. An EHC Assessment may not always result in an EHC Plan.

For more detailed information see the Local Offer.

## Details of Identification and Assessment of Pupils with SEN

Wingate Primary works hard to ensure it is an inclusive school. Quality First Teaching is provided in all classrooms across the school, and all children are treated as individuals throughout the learning process.

Teaching and learning is observed and monitored for quality and inclusivity by the HT (Mrs Binks), working alongside the SENCO (Mr M Binks). Through individual and whole-staff discussions, pupil progress is tracked at least half-termly, and often more regularly where a child has identified additional needs. Differentiation is used as needed across the curriculum; often this is by resource or support, but can also be by task or outcome following structured adult input.

Interventions are both responsive and planned. Daily booster, catch-up or pre-teaching sessions, for individuals or small groups, occur at key points during the day and are carried out by both teachers and support staff, depending on need. More structured, longer-term interventions are planned in half-termly blocks and additional needs are met on a rolling program of intervention sessions. These are planned in discussion with the SENCO, individual teachers and the support staff. Interventions may be 1:1, although usually are small groups where the need may be similar, or for example where social skills are to be developed.

As part of the SEN procedures within school, all children on the SEN register have their own Support Plan. These are written and evaluated as part of the '**assess, plan, do, review**' schedule. Teachers identify targets for the children and support staff help with provision. All intervention work is recorded through assessments. Teacher assessments at the end of each half-term are used to track progress. Interventions are monitored regularly by support staff, class teachers, the SENCO and the Senior Leadership Team to ensure the best provision is being offered.

Children are consulted throughout their intervention sessions so that staff can improve or alter provision as needed. Parents are invited each term to give their input into the next round of targets, and to evaluate their child's progress. Teachers also discuss progress at Parent Consultations, in addition to providing the Support Plan. There is no difference in the expectations of staff on the

progress made by children with SEN. We hope that additional needs are met to enable these children to make at least expected progress.

All learners with SEN are included when teachers are planning their curriculum and activities which take place both in and out of the classroom. It is our intention that all children should have equal access to everything provided in school, and we will do our best to provide support to ensure this is possible (i.e. education visits, after-school clubs). This is in addition to providing timetabled in-class support where necessary.

When discussing approaches to be taken to address needs and provide additional support, all staff are involved from the outset. This ensures that everyone is aware of the provision available to the children, and how the provision or interventions have been decided upon and timetabled.

Children with SEN are assessed, where appropriate, by the same means as the rest of the school. They are carefully tracked through both internal and external (statutory) data. Often, additional assessments are carried out as part of a baseline for intervention, or for staff to plan appropriate provision, i.e. Bug Club assessments.

Most assessments across school are carried out as part of normal classroom practice. Where children reach statutory testing age, we administer tests according to the guidance provided. Where children qualify for additional time, or other adaptations, we ensure that this is provided. Where children are working below the standard of the tests, they may be withdrawn.

Adaptations are made for children where we think appropriate. For example, our Accessibility Plan describes our good practice in the key areas to ensure children of all abilities can participate in the curriculum, and in school life in general.

Additionally, policies (such as the Behaviour Change Support Policy) may be differentiated or adapted for children who struggle to conform due to additional needs which require support. Often this includes a flexible approach to the five-point scale included in the policy.

We adapt the curriculum and learning environment for pupils with SEN in a number of ways, depending on the nature of each child's needs. Such strategies are discussed previously in the 'How we adapt the curriculum and learning environment' section.

For further information please view or download our Accessibility Plan which can be found in the School Policies section of our website.

## How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities. Our after-school activities are not targeted at specific groups, but are supported where necessary to ensure that all children can participate at their own level.

- Ensure every child has the entitlement to a sense of achievement, including gaining rewards, certificates and responsibilities.
- Are a Rights Respecting school and ensure that there is equal access to all of our Pupil Groups for all children (UNCRC: Articles 12 & 23). All children have the opportunity participate in Pupil Voice groups and become ambassadors for the school in a range of areas.

## How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice. Progress of all children is discussed at least half-termly, and often more frequently for identified children. Teachers and Support staff share planning and resources to ensure a continuous provision of high-quality teaching and support.
- Book scrutinies are held half-termly to ensure provision of teaching and learning is of a high quality, that children's work shows progress and that standards are maintained or improving. Evidence for children with SEN is monitored closely.
- The HT, SENCO and Senior Leadership Team take part in all monitoring arrangements to ensure that the same high priority is given to those children who require additional support.
- All staff who provide targeted intervention, booster sessions or individualised learning, ensure that the work is of a high standard and that records to demonstrate progress are maintained. All evidence of work and progress is shared to ensure that appropriate review and planning of Support Plans is accurate.

## Support for Emotional & Social Development

At Wingate Primary School, we have a reputation for providing excellent care, guidance and support in an environment where the staff know all of the children, and every child can shine.

Our year groups are all 2 form so children are already used to working with a variety of needs. We also have a comprehensive Pupil Voice structure where children elect to, or are elected to, a number of ambassador roles in the school: Pupil Leadership Team, Rights Respecting Ambassadors, Sports Ambassadors, Eco Ambassadors, Science Ambassadors, Arts Ambassadors, Reading Ambassadors International Ambassadors and GEM Leaders. Each of these takes children's views seriously, and result in many projects, and opportunities, arising across the school year.

Much of our work is developed around children's Rights, and we have a school Charter which ensures both children, and adults (staff and parents) have a role to play in developing our Rights Respecting ethos. We have an HLTA dedicated to Nurture provision, building on the good work already taking place in classes. She also takes a pastoral lead and manages the Worry Box, for children to share confidential concerns. Three of our HLTAs are trained in providing Listening Matters.

## Looked After Children with SEND

Mr Fleming is our Designated Teacher for Looked after Children. He ensures all teachers in school understand the implications for those children who are looked after and have SEN.

The designated teacher will work within school to support as needed by:

- building positive home-school relationships between parents / carers with regular opportunities for dialogue
- being proactive and participating in setting goals for the child's PEP
- having an overview and coordinating role for gathering and holding all information regarding children who are looked after

The designated teacher will monitor each child's achievement and ensure that they have the support they require within school:

- by meeting with the looked after child to discuss who needs to know they are looked after and to ensure that the young person is informed of their role
- by ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues
- by ensuring each child has a Personal Education Plan
- by requesting support from outside agencies, if a looked after child requires additional academic or behavioural support (SEN)
- by working closely with the staff to ensure all looked after children with special educational needs are being assessed and are getting appropriate resources to support their learning
- by ensuring all looked after children are made to feel a part of the school environment

## SEN Transition

### How we support children/young people with SEN starting at our school

Before children start in our Early Years setting we encourage visits to Reception so that they can get to know the environment and staff. Our Reception staff go to visit them in their familiar setting, if this is not possible.

We ask parents/carers to share relevant information about their children with us, so that we can provide any support necessary. We explain to all new families about our SEN procedures and that they will be involved and supported at all stages.

### How we support children/young people with SEN moving between classes in our school

Our school is on 2 separate sites. Because of this we ensure thorough transition between Years 2 and 3 where they will change sites in order to run as smoothly as possible. Children work with all staff across the year, and all staff know the needs of all children. Pupil progress is discussed as a whole staff, as are the needs of any SEN or other vulnerable children.

Where children have specific needs, they will often make additional visits to their new classroom.

At the end of the summer term, all children make the transition to their new class for at least two days. This gives us the opportunity for children to settle into new groups and to meet their teacher. We also place support staff in their new roles for the coming year.

## How we support children/young people with SEN leaving our school

We regularly support children to move to one of our four local Secondary schools: Wellfield, Shotton Hall Academy, Dene Community and St Bede's, Peterlee.

Each school makes its own transition arrangements, however our Year 6 teacher meets with either the Year 7 lead, the transition manager or the SENCO of each school where needed. Individual child profiles are completed with all relevant information for transfer to the school.

Children with SEN or who are more vulnerable, are often invited to participate in 'friendship' days or extended transition over a period of weeks.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

## SEN Specialist Expertise

Our SENCO is Mr M Binks who has a range of experience in different settings with additional needs. Mr M Binks is currently partaking in the NPQ for SENCOs.

More details of the SENCO's role can be found in the SEN Policy which you can find in the School Policies section of our website.

## Specialist support our school can offer

Across our staff, we have trained to support children in the following programs:

- Nurture Provision
- Lego Therapy
- Listening Matters
- Bereavement Support
- NEPACs
- Time2Talk
- ELKLAN
- Zones of Regulation
- NELI
- Bug Club Phonics and Reading interventions

We are also able to provide support following advice from the following agencies:

- Durham SEND Information, Advice and Support Service
- Speech & Language Therapists (through Health provision and through Community of Learning SLA)
- Education Psychology / Emotional Wellbeing and Effective Learning Team
- School Counsellor and Parent Support Advisor – both through the CoL
- Other Local Authority specialists through traded services (i.e. Cognition and Learning; Autism & Social Communication teams)
- How We Secure Specialist Expertise

- Our Additional Needs Budget is used to support children and young people with SEN. We also contribute towards our Community of Learning budget to increase the capacity to support our most vulnerable children.

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

Our notional budget for SEND has been allocated to provide adults who can undertake specific 1:1 and small group support in areas such as intensive interventions (reading; phonics), improving social and communication skills (Time2Talk, Nurture Therapy), and other additional academic or pastoral support.

This support always takes place with the full involvement of both children and parents.

Elements of this funding is also used for the provision of appropriate resources which children with additional learning needs may find beneficial, and training which supports individual or all staff.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

Piece of Mind Team

We are also working with the Piece of Mind Team which supports mental health in schools. They work mainly in Key Stage 2.

The team also engages with 1:1 work, including parent-based support. Contact can be made through the school.

## Consulting with our SEN Pupils, Parents & Carers Consultation with Children and Young People with SEND

Teachers/SENCO 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 have the opportunity to take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

At the beginning of the school year, all children set goals and targets for themselves and monitor and assess these throughout the year. Children also complete questionnaires at least annually.

## 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 is a range of ways this can be done, for example:

- Termly parents/carers consultations;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have.
- Through regular reviews of their child's SEN Support Plan/EHC Plan. Parents are invited to their child's review with the SENCO and teacher.
- Questionnaires each year.

## Compliments, Complaints & Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the Contact Us section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

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 Procedure should be followed.

Further information can be found in our School Complaints Policy which can be found in the school policies section of our website.

We have provided this link to the Information Advice & Support Services Network (previously Parent Partnership) which has useful information for parents and carers.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

## Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEN Policy
- Accessibility Plan
- Equality Policy
- Equality Information
- Anti-Bullying Policy
- Behaviour Change Support Policy

- Complaints Procedure

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.