



Eggescliffe CE  
Primary School

**Eggescliffe C.E Primary School**  
**Special Educational Needs & Disabilities Information report**

The following report is based on the requirements set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#)

The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities (SEND). The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities. Teachers are responsible and accountable for the progress and development of the pupils in their class(es), including where pupils access support from teaching assistants or specialist staff.

At Eggescliffe C.E Primary School, we are committed to the equal inclusion of all pupils, in all areas of School life. We recognise the diverse and individual needs of all of our pupils, from all cultures and backgrounds, and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We recognise that all pupils are entitled to a quality of provision, which will enable them to achieve their potential, to be healthy, safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Pupils are taught along with their peers in mainstream lessons. Staff are committed to understanding the nature of each individual's needs and how these can best be met in and beyond the classroom. Making progress is an essential element of every lesson; therefore, quality assurance checks are in place to ensure this happens.

We believe in positive interaction, removing barriers to learning, raising expectations and levels of achievement, and working in partnership with other agencies in order to provide a positive educational experience for all SEND pupils. Teachers at Eggescliffe C.E Primary School are able to adapt their teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. A pupil has SEND if they have learning difficulties or disabilities which makes it harder for them to learn and process information at the same rate as their peers.

## **Key points of contact**

### **Who would be my first point of contact if I want to discuss something about my child?**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENDCo. However, their class teacher, Deputy Headteacher or Key Stage Leader are all available should you wish to contact them. If unsure, our school office staff would be happy to put parents/carers in touch with the right member of staff.

### **Who is the SEND Coordinator and how can I contact them?**

The SEND Coordinator can be contacted at:

#### **Address**

Egglescliffe C.E Primary School  
Butts Lane  
Egglescliffe  
TS16 9BT

Email: [egglescliffe@egglescliffprimary.org.uk](mailto:egglescliffe@egglescliffprimary.org.uk)

#### **SENCO**

Name: Mrs E Robertson  
Email: [emma.robertson@egglescliffprimary.org.uk](mailto:emma.robertson@egglescliffprimary.org.uk)  
Phone: 01642 787945

#### **Deputy Headteacher and Key Stage Two Lead**

Name: Mrs H McCarthy  
Email: [ephmccarthy@egglescliffprimary.org.uk](mailto:ephmccarthy@egglescliffprimary.org.uk)  
Phone: 01642 787945

#### **Assistant Header, Key Stage One and EYFS Lead**

Name: Miss O Robinson  
Email: [eporobinson@egglescliffprimary.org.uk](mailto:eporobinson@egglescliffprimary.org.uk)  
Phone: 01642 787945

#### **AREAS OF NEED**

The Special Educational Needs and Disability Code of Practice (2014) outlines four broad areas of need. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

## **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people may have vision impairment (VI), hearing impairment (HI) or a multi-learning difficulty. Children and young people with multi-sensory impairment (MSI) have a combination of vision and hearing difficulties.

Children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

## **EDUCATIONAL HEALTH CARE PLANS**

The school has been allocated funding for Special Educational Needs and this provides the resources needed throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of the child's needs increases. This may be that High Needs Funding is applied for. If the expected progress has not been achieved, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the school or

parents should consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014.

Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. At Eggescliffe CE Primary School we co-operate with the local authority in the review process and often convene / hold annual review meetings on its behalf.

### **What is the Local Offer?**

The Local Offer was formed due to the requirement in Children and Families Act 2014 for Local Authorities (LAs) to publish and make accessible a local offer in one place – this includes information on the provision that is available across education (special and mainstream), health and social care to support children who have SEN and/or disabilities. The Local Offer enables families, children and young people with special educational needs and disabilities to see clearly, from a single and regularly updated source, the services and support available in the Local Offer to children and young people. It also gives a description, contact details and how to access them. The Local Offer includes services from birth to 25. It describes state-funded, charitable, and private services, and includes services outside the local area (such as schools) that are used by local families. All this information is gathered and made easy to find within the Local Offer. The Local Offer belongs to the community. We recently launched the Local Offer on Face Book so parents can be directed to this site if they are seeking advice, support or to access different services.

The Local Offer has two key purposes as defined in the Code of Practice:

- to provide clear, comprehensive, and accessible information about the available provision and how to access it.
- to make provision more responsive to local needs and aspirations by directly involving disabled children and young people and those with SEND and their parents, along with service providers in its development and review. The legislation expects the Local Offer to be developed and revised over time.

The SEND regulations (2014) Part 4 state the statutory obligations on LAs in terms of the information to be included in the Local Offer.

- Special educational, health and social care provision for children with SEND, including online and blended learning.
- Other educational provision such as sports, arts, and other clubs available in the area
- Information from the Parent Carer Forum
- Travel arrangements to and from schools
- Transition guidance to support children between phases of education.
- The process for resolving disagreements and/or mediation.

There is a Local Offer email address that parent/carers can access if they would like more information or access some further advice. The email address is <https://www.stocktoninformationdirectory.org>

School works closely with a range of support services and external agencies.

### **Agency Contact details**

Local Authorities Specialist	Stockton SEN Team <a href="tel:01642572145">01642 572145</a>
------------------------------	---

Educational Psychologist	Lynsey Hutcheson impact.psychological.services@gmail.com
HARRISON- SALT	Sandra Chappell sandra@chatterbox-slt.co.uk
MONSARRATT Specialist Teaching Services	Sarah-Jane Monsarratt <a href="mailto:Sarah-Jane@monsarratt-sts.co.uk">Sarah-Jane@monsarratt-sts.co.uk</a>
McMurray- Specialist Advisory	Sally McMurray <a href="mailto:sallymcmurray@clear-sense.org">sallymcmurray@clear-sense.org</a>
CAMHS	0300 013 2000
School Nurse	01642 444011
Contact a family	northeast.office@contact.org.uk
Daisy Chain	<a href="mailto:Info@daisychainproject.co.uk">Info@daisychainproject.co.uk</a>
Eastern Ravens	01642 678454
Rainbows bereavement	sharon.rainbowsgb@btconnect.com
MAIN project	01642 608012
Forget-me-not	01642 608600
Future Steps	01642 807669

### **How will the curriculum be matched to my child's needs?**

Each teacher will be skilled in providing 'Quality First Teaching'. This means that teachers will assess, plan and teach all children at the level which allows them to make progress with their learning.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class
- Work is differentiated to meet the pupils ability
- That all teaching is built on what children have previous learnt
- Varied teaching pedagogies are implemented to allow for fully immersive learning opportunities
- Small group work supported by a teacher or a teaching assistant (TA)
- A provision map will be created detailing the support children receive in particular lessons/parts of the day
- Recommendations from outside agencies and the SENCo are in place to support individual children
- Your child's teacher will carefully monitor your child's progress
- We have a varied programme of after-school clubs and residential trips for all pupils to access. Support will be given discussed for children who require additional support.

For children with learning needs that are severe, complex and lifelong more intensive support may be required. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of support from a range of professionals and will detail the provision that is required.

For further information in how we meet the needs of children in the four areas of need, please see the school offer (See link below).

### **How do we know if SEN provision is effective?**

For every child identified as having SEN, including those on SEN support, progress will be closely monitored by their class teacher. The SENCo also oversees and analyses the data from assessments to monitor academic progress. The termly support plan meetings between parents, children and class teachers will monitor the child's progress and inform target setting and reviews.

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

Regular book scrutinise and lesson observations will be carried out by the SENCo, Senior Leadership Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high in all lessons. Children who are targeted for interventions will have their progress assessed at the beginning of a programme, which is then compared to their end assessment data. Their identified progress will then be assessed to identify next steps.

For children who have an Education, Health and Care Plan (EHCP) their progress will be formally reviewed at an Annual Review with all adults involved with the child's education in attendance or providing up to date information reports.

### **How are children and young people with SEN helped to access activities outside of the classroom?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a member of staff will be assigned to the child. This will be discussed with parents. Residential trips are accessed by all. Meetings will be held prior to the trips to ensure the child is fully supported and their needs are met away from school and home. In some cases, 1:1 support may be required which will be provided.

### **Joining the school and moving on**

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Your child will be able to visit our school and stay for a taster session, if this is appropriate
- The SENCo and/or class teacher will liaise with the previous school in preparation for transfer
- All relevant documents will be obtained to give school and staff a full overview of the child and their needs
- The SENCo will meet with parents to discuss needs, create a pupil profile and identify an action plan for next steps

If your child is moving to another school:

- We will contact the school SENCo and ensure they are aware of any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo and/or school representative from the new school
- We will make sure that all records about your child are passed on

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. One plans and pupil profiles will be shared with the new teacher.
- For children who require an enhanced transition, when we know the new staffing structure, we can build in visits to the new class teacher before the break for summer.
- The SENCo will ensure the new class teacher has read/given a copy of all relevant paperwork, including EHCPs.
- Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo or representative of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- We are included in the Stockton Transition Guarantee.

### **Arrangements for consulting young people with SEN and involving them in their education**

All teachers at Eggescliffe CE Primary School have responsibility for the teaching and monitoring of pupils with SEND. This is the first principle of the new SEND Code of Practice.

- The SENDCO has overall responsibility for providing support for SEND pupils and will monitor their progress.
- Support may be offered through small group work as part of a targeted intervention strategy within or outside the classroom, or a combination of these depending on the particular need. Support may be provided by a member of the SEN team, the SENDCO, other teaching or support staff or through an external agency or service.
- EHCP reviews are organised by the SENDCO and the Local Authority link officer. Parents are encouraged to have contact with the SEND team throughout the school year.
- SEND Support Pupils will have Pupil Passports with clear targets and success criteria which are written in partnership with parents, pupils and school.
- One Plans are reviewed termly with targets reviewed, assessed and outcomes discussed.

### **How are the decisions made about the type and amount of provision a young person will need?**

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

- The amount of provision will be decided depending on the needs of the pupil
- Decisions are based on the evidence school has collected and from talking to everyone involved with the pupil.
- From talking to the pupil and parents to understand what they see as priority for provision.
- Decisions will also take into account the advice and recommendations of other professionals working with the pupil.
- Effectiveness of intervention will be monitored by the SEN team and at school review points.

- Pupils may have access to a provision to support dyslexia, develop literacy, numeracy and dyspraxia in the form of:
  - Targeted small group intervention during tutor time or allocated timeslots.
  - Focused reading lessons, allowing opportunity for individual reading.
  - Access to laptop/ tablet
  - Different coloured exercise books.
  - Coloured overlays.
  - Access to special arrangements for all examinations.

Pupils may have access to provision to support difficulties associated with Autistic Spectrum Disorder (ASD) in the form of:

- Targeted support for unstructured times of the day (Break and lunch club).
- Time out card and quiet areas.
- Calming tent
- Sensory toys
- Regulation activities

Pupils may have access to provision to support difficulties associated with visual or hearing impairment in the form of:

- Access to monitoring through External Visual Impaired or Hearing Impaired Services.
- Access to special arrangements for all examinations.

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

#### **What is the approach of the school to differentiation?**

- The curriculum is directed by the Government and all pupils are entitled to study a full curriculum.
- Data and information on pupils are circulated to all staff to inform differentiation and to ensure appropriate teaching styles, through a range of strategies collated on a Pupil Passport.
- Pupils who have a Pupil Passport or EHCP will have targets that link to areas of the curriculum. These are monitored and discussed with parents at review meetings.
- The Mental Health First Aider will work with some pupils 1:1 and in small groups within class and during outreach. The SEND team also provide some withdrawal support where appropriate to meet specific learning targets in order to help pupils to access the curriculum.
- Nurture group is set up to ensure children who are feeling vulnerable or are in need of extra emotional support is available on a weekly basis.

## **HOW WE ADDRESS INDIVIDUAL NEEDS**

### **Communication and interaction needs**

At Eggescliffe C.E. Primary School children have access to:

- small group and/or individualised interventions to develop skills in communication through Improving pronunciation within speech for children with specific difficulties in pronunciation of words'
- receptive and expressive language programs for children highlighted as having a particular difficulty in this area by a speech and language therapist (SALT) or specialist teacher.
- understanding and using social rules of communication for children who find it difficult to form friendships with their peers / communicate with their peers at an age appropriate level. Emotional awareness, self-care, flexible thinking i.e. social speaking, communication and outside support where needed from the Speech and Language Team.
- careful planning of transitions to ensure that children are well prepared with an action plan in place.
- enhanced access to additional aids and technology if required.



- For some children with communication and interaction difficulties we may require apply for funding for the support of an additional adult.

### **Cognition and learning**

Children with cognition and learning SEN have access to:

- Quality First Teaching.
- small group work / 1:1/ regular individually focused intervention linked to specific needs e.g. memory skills, extra phonics work, additional number work for children who have been identified with a specific difficulty in a specific area of learning.
- individual support / group support within class in specific subject areas dependent on need for children who need direct input within the class for specific tasks e.g. writing imaginative stories, organising format of work, staying focused on tasks.
- short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities, specific interventions e.g. Spelling strategies, Reading interventions.
- practical aids for learning e.g. table squares, time/number lines, visual aids, accessible reading material suited to age.
- phonic development programmes i.e. Phonics Bug.
- increased access to ICT. Flexible groupings.
- enhanced access to technical aids if required.
- adaptations to assessments to enable access e.g. readers, scribe, ICT.
- The Curriculum will be adapted to meet the learning needs of the child/young person.

### **Social, emotional and mental health difficulties**

For children identified as having social, emotional or mental health difficulties, we offer a range of support in school.

- We follow the 'Thrive' approach
- Support through our Mental Health First Aider for small group sessions or 1:1
- Nurture Group for children requiring extra support for their emotional wellbeing
- Prayer Space and Reflection areas- to support personal regulation and quiet calming areas
- Referrals and support from CAMHS and the Neurodevelopment team.
- Opportunities to develop Social Emotional Aspects of Learning via PSHCE lessons.
- If it is needed we can provide access to time out and where necessary an individual work area. Access to Behaviour Support, outreach support from the Stockton PRU and support from our mental health and wellbeing lead.
- We may apply for High Needs Funding for increased access to additional adults in the classroom in some cases.

### **Sensory and/or physical needs**

For children with Sensory and/or physical needs we provide:

- concrete apparatus to support learning e.g. numicon to support number work, differentiated activities, books, resources as recommended by specialist services.
- adapted curriculum when needed to enable full access e.g. alternative recording devices, modified PE curriculum and TA support where necessary.
- Sensory regulation activities
- Sensory toys/ sensory bucket to support individual needs
- Specialist resources when appropriate and when directed through specialist advice
- medical advice and support when appropriate from specialists e.g. Occupational Therapists, Physiotherapists.
- an accessible toilet.

- wheelchair accessible entrances and doors around school.
- support when needed from the disabilities teams in the Local Authority.

### **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?**

- Information is gathered for pupil summaries and parents are given termly updates of attainment, progress and attitude towards learning. These are used to inform meetings and set new targets. Teachers may meet with parents throughout the year as appropriate to discuss individuals (this can be initiated by school or by parent/carers). Formal consultations take place in Parents Evenings throughout the year.
- Pupils with EHC plans have annual reviews to determine progress and set targets. Parents participate in this review.
- Vulnerable Pupil Meetings to support Pastoral care and wellbeing of pupils will take place at timely intervals with actions to allow swift intervention to ensure barriers to learning can be restricted or removed.
- Sometimes pupils benefit from the support of an external agency or service. A member of the pastoral or SEN team will always discuss this with parents. Parental consent is sought for work with external support partners.
- Staff training is organised, as appropriate, to raise awareness of any learning, medical or social/behavioural difficulties experienced by our pupils. This may be for all staff or for individuals or groups of staff working with specific pupils.

### **What support will there be for the young person's wellbeing?**

- Class teachers meet with pupils every day looking after wellbeing, pupil progress and ensuring they are ready to learn.
- Our extensive PSHE curriculum cover a variety of social skills and to encourage development of life skills.
- The School has a Pupil Voice system to ensure pupils can express views and opinions. Each class is represented at School Council meetings and there pupils are elected to the Pupil Council. The Pupil Council meet regularly and are involved in staff interviews, in addition to contributing to many management issues and decisions. Their ideas are discussed by the Leadership Team and decisions are fed back to the pupils.
- School Attendance Teams support SLT in all inclusion and attendance issues.
- All pupils are welcomed into the Christian Ethos of the School and benefit from the wide range of diocesan and community links. Through this our pupils develop confidence, are encouraged to value themselves and others and be part of the School family.
- Some pupils benefit from break and lunch club. There are always at least two members of the support team on duty to support pupils at this unstructured time of the day.
- The school has Paediatric First Aid staff to cover general school routines. Medications can be delivered under agreed guidelines as outlined in the School medication policy. We ask that parents ensure school has the correct medication prescribed by a doctor.
- Medical Care plans are written for pupils with long term medical needs which may affect them in school. Parents are expected to participate in writing the care plan. If necessary, the School Nurse will also be involved.
- Our Mental Health First Aider is available to support children every lunchtime and for individual sessions daily.
- Our Nurture group runs weekly sessions for children in need of further emotional wellbeing support.
- Each classroom has a reflection area and some have calming tents in order to support the emotional wellbeing of the children.

### **What specialist services and expertise are available at, or are accessed by the School?**

- Pupils at Eggescliffe C.E Primary School benefit from staff with a wide range of experience, expertise and qualifications.
- Specialist services are used when the need arises and school/pupils can benefit from the support and advice of external agencies/services.

Our staff have a wealth of experience teaching children with a wide range of needs. They can offer advice and support to school and parent/carers. They are also able to assess children and offer advice to schools and parents. In some cases, the specialist teacher may create a report to be sent to school, which school will then share with parents. This report will give a background to why the assessment was carried out, if psychometric tests were carried out then standardised scores will be included along with recommendations for schools and parents to help the learner make appropriate progress or to advise further actions such as statutory assessment or the need for other services to become involved. All specialists and teachers work closely with the Educational Psychology Team and CAMHS.

Referral to this team must come through either the SEN support panel for learners without an EHCP (non-statutory) or through the Multi-Agency Education, Health and Care Panel for learners with an EHCP (statutory). Referrals can only be made with the full written consent of the parent/carer.

Once the specialist teacher has been allocated, they will contact the school to organise a visit to either do an observation, offer advice, or carry out an observation or an assessment. If an assessment has been completed, then a report will be sent out to school detailing recommendations and advice to meet the learner's needs. Reports should be received within four weeks of the observation/assessment. In some cases, the specialist teacher may just feedback to a multi-agency team around the learner and offer their verbal advice.

- External expertise/services accessed by pupils can include:
  - Dyslexia support
  - Wellbeing sessions
  - Mental Health First Aider
  - Exam access arrangements specialists
  - CAMHS (Child and Adolescent Mental Health Service)
  - School Nurse
  - The Psychological Service – Educational Psychologists and Children's Counsellor
  - Team Teach – de-escalation behaviour management
  - Occupational Therapists
  - Speech and Language Therapists
  - Hearing Impaired Service/Visual Impaired Service
  - Social Care
  - Forget me not – Bereavement support

This is not an exhaustive list and we may access other services if needs arise.

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

- All staff at Egglecliffe C.E Primary School are teachers of SEND or support pupils with SEND.
- Egglecliffe C.E Primary School value staff training and ensures that full staff training programmes are in place.
- All staff receive training in SEN issues. These sessions are usually needs driven and designed to raise awareness of interventions/processes to support individuals and specific groups of pupils.
- SEND training is delivered by the SEND team or by external agencies/support services.
- There is a dedicated safeguarding team within school who have received training for child protection and safeguarding issues.

### **Recent training for all staff relating to SEND includes:**

- Annual Child Protection Training
- KCSIE Part 5
- SPLD – Specific Learning Difficulties- Sarah-Jane Monsarratt
- ASD awareness raising and classroom strategies- Sally McMurray

- MLD – Moderate Learning Difficulties
- Literacy and Numeracy Intervention
- ADHD awareness raising and classroom strategies - Sally McMurray

### **How will the young person be included in activities outside of the classroom?**

- All pupils have the opportunity to participate in many varied out of school activities. Risk assessments are carried out and procedures are put in place to enable all pupils to participate. Staff arranging off site trips will discuss with parents and SEND staff the requirements needed and suitability of activities to be followed.
- Some pupils may need support prior to visits to help them prepare
- No pupil will be prevented from attending an offsite visit due to their special needs providing school can ensure the safety of all pupils (Equality Act 2012).
- Meetings with parents take place to explain residential trips including full itinerary plans, contact and health and safety rules. Procedures set in place deal with any events/incidents.

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

- All resources are allocated in accordance with the data and information held by the school relating to each pupil.
- Resources will be matched to the young person's special educational need depending upon a range of factors including their level of ability, rate of progress and overall wellbeing.

### **How is the SEND budget allocated?**

- Eggescliffe C.E Primary School has a range of SEND provision that is matched to the needs of the individual and supported by Higher Needs Funding.
- The team at Eggescliffe C.E Primary provides opportunities for a range of interventions, specific targeted support, which may include a 1 hour 1-1 targeted intervention, group workshops, reading and numeracy work, nurture or mentoring.
- The SEND team consists of staff working across a range of provision and support.

### **SEND Transport**

If a child has special educational needs and is unable to make their journey from home to school without help, the Local Authority may provide travel assistance. Please look on the Local Offer for the current SEND Transport policy.

### **Complaints**

Who to contact to make a complaint about your child's SEN provision

If you have any concerns regarding your child's SEN provision, please contact the school office to arrange meeting with the SENCo.

To make a formal complaint, please see the link to our academy's [Complaints](#) and [Concerns](#) Policy

### **Legislative Acts taken into account:**

- Children and Families Act 2014
- Equality Act 2010