



Special educational needs (SEN) information report

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for, SEND, read our SEND policy.

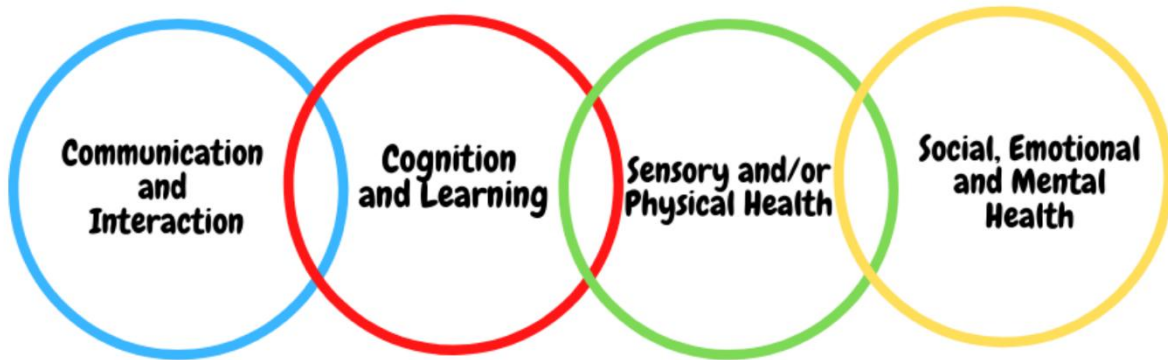
You can find it on our website <https://staindrop-pri.durham.sch.uk/send/introduction/>

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

The 4 Broad Areas of SEN



Area of need	Specific difficulty
Communication and interaction	Speech and language difficulties
	Autism spectrum disorder
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Caroline Harland. She is working towards achieving the National Award in Special Educational Needs Co-ordination.

They have also completed training specific to Autism, Sensory Processing, Attention Development, Anxiety, Emotional Regulation and adaptive teaching. They are allocated a minimum of 3-hours a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Samantha Briggs. She is working towards achieving the National Award in Special Educational Needs Co-ordination.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of four teaching assistants who are trained to deliver SEN provision. Teaching assistants are trained to deliver interventions such as emotional regulation, sensory processing, communication and language, social support, motor skill development, reading, writing, maths and attention development.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- ⇒ Speech and language therapists
- ⇒ Educational psychologists
- ⇒ Occupational therapists
- ⇒ GPs or paediatricians
- ⇒ School nurses
- ⇒ Child and adolescent mental health services (CAMHS)
- ⇒ Education welfare officers
- ⇒ Social services and other LA-provided support services
- ⇒ Voluntary sector organisations
- ⇒ Advisory teachers

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact your child's teacher in person, via class dojo or email.</p> <p>They will pass the message on to our SENCO, Caroline Harland who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly. Telephone: 01833 660334 Email: charland@staindropce.co.uk</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, your child will be added to the school's SEND register and a SEND support plan may be put in place.</p>

4. How will the school know if my child needs SEN support?

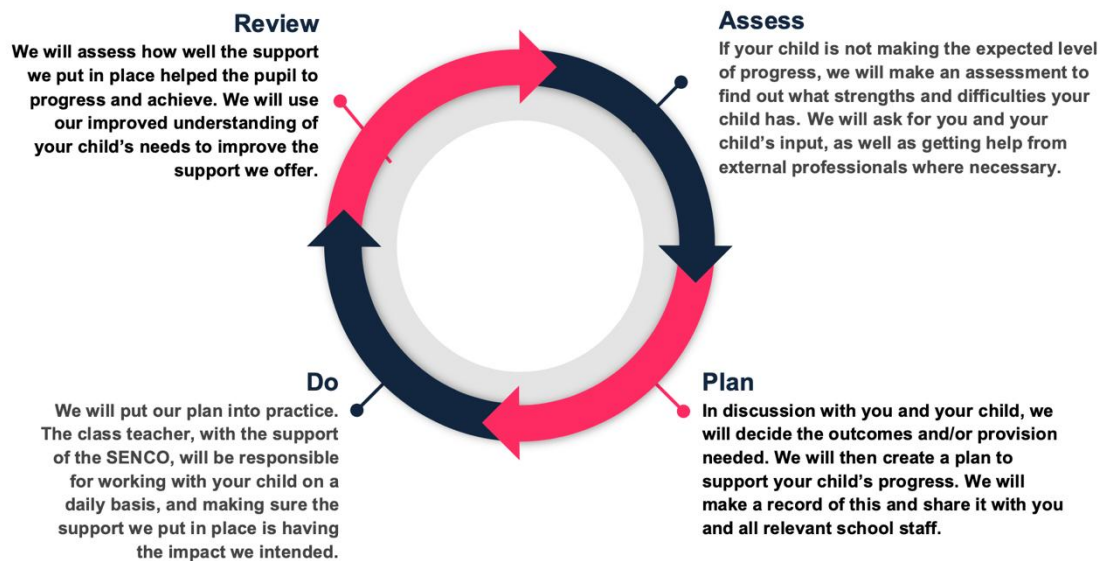
Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

As a school, we assess all children continuously across all areas of learning including the four broad areas of Special Educational Needs. We assess informally everyday through observations and we carry out formal assessments at the end of every term to measure progress and identify the next steps in learning. We work in partnership with parents, carers and pupils by building good relationships, working together and supporting each other. If there is an identification of need then we will discuss this with parents. We will share this with parents and may begin to gather evidence to inform whether to make special education provision and consider if we need to consult with relevant external agencies and use assessment tools and materials to ensure early help or identification of SEN happens.

5. How will the school track and ensure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

As with all pupils' teachers will provide annual reports on your child's progress. In addition to this children on the SEND register will receive a termly review meeting to:

- ⇒ Set clear outcomes for your child's progress
- ⇒ Review progress towards those outcomes
- ⇒ Set/alter provision to meet your child's needs
- ⇒ Discuss the support we will put in place to help your child make that progress
- ⇒ Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support. We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- ⇒ Attend meetings to discuss their progress and outcomes
- ⇒ Discuss their views with a member of staff who can act as a representative during the meeting
- ⇒ Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- ⇒ Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1work, adapting the teaching style or content of the lesson, etc.
- ⇒ Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- ⇒ Adapting our resources and staffing
- ⇒ Using recommended aids, such as iPads, visual timetables, larger font, etc.
- ⇒ Teaching assistants will support pupils on a 1-to-1 basis when a pupil needs specific support for short periods of time.
- ⇒ Teaching assistants will support pupils in small groups when several pupils need support to access the learning content.

We may also provide the following interventions:

AREA OF NEED	Specific difficulty	Examples of how we support these pupils
<p style="text-align: center;">Communication and Interaction</p>	Autism spectrum disorder	Early Start Visual timetables Social stories Emotional Regulation Programme (teaches pupils about neurodiversity and the impact it can have on some people) Key Adults when needed Adapted events to lessen sensory stimuli (e.g. silent disco)
	Speech and language difficulties	Speech and language therapy
<p style="text-align: center;">Cognition and Learning</p>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Wedge cushions Fidget resources iPads Literacy Support – spelling support/dictation & writing support/word banks/sentence stems/paragraph frames/examples of excellence Maths Support - multiplication grids/tens & ones frames/tens and ones manipulatives
	Moderate learning difficulties	

		Precision Teaching – Overlearning of spellings/word reading/mathematical facts
	Severe learning difficulties	Personalised curriculums
Social, Emotional and Mental Health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Emotional Regulation Programme Zones of regulation
Sensory and/or Physical	Hearing impairment	Sensory Team Support (ensuring the classroom is conducive to supporting pupils with hearing impairment)
	Visual impairment	Limited classroom displays
	Multi-sensory impairment	Sensory Diet
	Physical impairment	Motor skills interventions

These interventions are part of our contribution to Durham's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- ⇒ Reviewing their progress towards age-related expectations or specific outcomes
- ⇒ Reviewing the impact of interventions and provision
- ⇒ Using pupil questionnaires
- ⇒ Monitoring by the SENCO

⇒ Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school is expected to cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority via a top up funding request or initiate an EHCP application.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6.

All pupils are encouraged to take part in Sports Day, sports festivals, school performances and school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school's admissions are managed by Durham Local Authority. Please find information about admissions and oversubscription criteria below.

Admissions: <https://www.durham.gov.uk/primaryschoolplaces>

Oversubscription criteria: <https://www.durham.gov.uk/article/27983/How-primary-school-places-are-offered>

13. How does the school support pupils with disabilities?

We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We endeavour to this by:

- ⇒ Ensuring that all pupils have the opportunity to access all aspects of the curriculum
- ⇒ Teaching all pupils about respect, tolerance and difference
- ⇒ Working alongside external services to ensure that pupils have the necessary resources and provision needed, including auxiliary aids.

Please find more information about how we support disabled pupils in our Accessibility Plan on our school website.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- ⇒ Pupils with SEN are encouraged to be part of the school council
- ⇒ Pupils with SEN are also encouraged to partake in Extra-Curricular Clubs and the Emotional Regulation Programme to promote collaboration/relationships/resilience/esteem.
- ⇒ We use the zones of regulation to pupils who need extra support with social or emotional development
- ⇒ We provide extra pastoral support for listening to the views of pupils with SEN through the Emotional Regulation Programme we deliver.
- ⇒ We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching pupils to treat others with respect, investigate all allegations of bullying and act to support, educate and consequence those involved in bullying.
- ⇒ We work closely with the emotional resilience nurse and EWEL team when extra support is required.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- ⇒ Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- ⇒ Schedule informal meetings with the incoming teacher and pupil towards the end of the summer term
- ⇒ Hold a transition session where pupils spend half a day in their new class with the new staff team

- ⇒ When appropriate social stories are used to introduce the new classroom environment/ routines.
- ⇒ Welcome messages are posted on class dojo before the return in September.
- ⇒ Pupil passports help to support teachers to understand incoming pupils.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO and Year 6 teacher. They will discuss the needs of all the children who are receiving SEN support. The Year 6 teacher will also complete a spreadsheet for Durham Local Authority and the secondary school, which outlines pupils' needs.

Pupils will be prepared for the transition by:

- ⇒ Having the opportunity to attend the secondary school open evening
- ⇒ High needs pupils are offered additional sessions to visit the secondary school during Year 6
- ⇒ Learning how to get organised independently

16. What support is in place for looked-after and previously looked-after children with SEN?

Steve Whelerton (Designated teacher) will work with Caroline Harland, our SENCO, to make sure that all teachers understand how a looked- after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

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

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In County Durham, the disagreement resolution service is provided by:

Name: Sue Hall

Address: Chapel Mediation, St Clare's Chapel, Victoria Road, Barnard Castle, County Durham, DL12 8HR

Telephone: 07792 227 526

Email: suehall113@gmail.com

<https://www.durham.gov.uk/article/22231/Resolving-disagreements-special-educational-needs-and-disabilities>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Durham's local offer. Durham Local Authority publishes information about the local offer on their website:

- <https://www.durham.gov.uk/localoffer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- <https://durhamsendiass.info>

Local charities that offer information and support to families of children with SEND are:

- ⇒ Little Treasures <https://www.littletreasures.org.uk>
- ⇒ Daisy Chain <https://daisychainproject.co.uk>

National charities that offer information and support to families of children with SEND are:

- ⇒ IPSEA
- ⇒ SEND family support
- ⇒ NSPCC
- ⇒ Family Action
- ⇒ Special Needs Jungle

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

EWEL team – Emotional wellbeing and effective learning team

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Graduated approach – an approach to providing SEN support in which the school provides support in

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages