Lynnfield Primary School



SEND INFORMATION REPORT

For Parents and Carers

Creation Date: 23.07.2026
To be reviewed annually.

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission… *what do we want to be remembered for?*
The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

PARENT CHARTER

Our promise to parents of children with SEND in Lingfield Trust

As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:

P	**Positive:** We will focus on the can dos and offer solutions.
A	**Approachable:** We will make it easy for you to talk to us.
R	**Reliable:** We will give you the most up to date advice and guidance.
T	**Transparent:** We will always be open and honest.
N	**Non-judgemental:** We will not make assumptions, judgements or criticisms.
E	**Empathetic:** We will always see things from your child's point of view.
R	**Resourceful:** We will use the assets that we have to best support our children.
S	**Supportive:** We will be there to give help, assistance and encouragement.

Lingfield Education Trust

What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENCO', who is it and how do I contact them?

A SENDCo (Special Educational Needs and Disabilities Coordinator) is a qualified teacher who ensures pupils with SEND receive the right support to thrive in school. They work closely with teachers, parents, and specialists to create personalised learning plans, offer staff training, and ensure the school meets legal requirements. The SENDCo helps identify children's needs early and coordinates targeted interventions. They are essential in promoting inclusive education and making sure every child can access learning. By bridging the gap between families and schools, SENDCos empower parents and help children reach their full potential, both academically and emotionally.

The SENDCO at Lynnfield Primary School is **Mrs Lakin**. You can contact them via the school email address – office@lynnfieldschool.org.uk or call the school office on 01429 275122.

Key contacts:

Head of School	Mrs Lakin
SENDCO	Mrs Lakin
SEND Governor	Mr L. Cairns
Designated Safeguarding Lead	Miss Bestford, Mrs Lakin, Mrs Sharpe
Deputy Safeguarding Lead	Miss Turner, Mrs Berry, Ms Reid and Mrs Laverick
Pastoral Lead	Miss Bestford
Designated person for Looked After Children	Mrs Berry

Contact details:

Lynnfield Primary School

Grosvenor Street

Hartlepool

TS26 8RL

Tel: 01429 275122

Email: office@lynnfield.lingfieldtrust.org.uk

What kinds of SEN are provided for at our school?

Lynnfield Primary School is an inclusive school where every child matters; we aim to address children's needs and support their development in the best and most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.
Additional and/or bespoke provision is currently being made in school for children with a range of needs including but not limited to:

Cognition and Learning – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia.
Sensory, Medical and Physical – hearing and visual impairment, sensory processing difficulties, epilepsy and diabetes.
Communication and Interaction – Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties.
Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder and trauma.

How do we identify children who may have SEND and assess their needs?

Our school's Assessment Policy (which is available on this website) outlines the range of assessments regularly used throughout the school. The PIVATs, Boxall or the AET framework may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- PIVATs may be used for pupils working 2 years below their National Curriculum age related expectations.
- The AET framework is available for use with pupil who have social communication needs
- The Boxall is a social and emotional assessment tool

Progress in areas other than attainment is also considered e.g., where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. If behaviour is causing concern, it is always considered whether there are any underlying special educational needs and/or difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher or a member of the Inclusion team, would gather information about incidents occurring, at what time of day, during which lessons and CPOMS records may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class or during unstructured times of the day to record behaviours and allow us to consider involvement of others/environmental factors and an intervention devised considering all information gathered. See SEND Policy, Mental Health and Behaviour Policy for further information relating to behaviour support (available on this website).
Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning needs.

We also have a medical register, which registers children's medical needs and ensures that they are met. Children on this register also have an Individual Health Care Plan which lists in detail the medical need and action to be taken. This information is updated annually with parents by **Mrs Megan Cairns**. Health Care Plans may be updated more frequently as needs alter. Parents are asked to sign annual updates which are then made available to all relevant staff. Further information on the school's procedures relating to medical needs can be found in the Medical Conditions at School, including the Administration of Medication in School Policy.

Further information relating to identification and assessment of children with SEND can be found in our SEND Policy document (available on this website).

How do we consult with parents of children with SEN and involve them in their child's education?

Throughout the year, there are 3 informal meetings available for parents to evaluate their child's

progress towards their termly targets on their Assess, Plan, Do and Review plans with class teacher. In addition, parents may also attend the 3 yearly Parent Consultation Meeting and there is an end of year annual report to parents. Progress and outcomes of assessments by other external agencies may also be discussed with parents at consultation meetings (e.g., with our speech and language therapist or with specialist support teachers from the LA)

Our parents appreciate the 'open door' policy whereby all school staff are easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEND. We particularly welcome information from parents about how their child learns best in order that it can be shared with those people who teach the child.
Progress and outcomes are also discussed during consultation meetings with our Educational Psychologist, parents are given a report and discussion takes place regarding the outcomes of any assessments/observations.
The progress of children holding an Education, Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5, annual reviews/EHC plan reviews consider transition to secondary school and is discussed involving parents and the LA. At Year 5 and Year 6 annual reviews the SENDCo of the anticipated receiving secondary school is invited to attend. For children with an ASD diagnosis in Year 5 and Year 6 the LA's ASD protocol is used to help parents and carers make informed choices with regards to secondary provision.

Early years parents will be invited to attend a baseline assessment consultation within the first six week of their child's commencement in school, this takes place from Leo's, Nursery and Reception and parents will be given the opportunity to agree assessments, make comments to contribute to assessment and plan next steps for their child.

How do we consult children with SEN and involve them in their education?

Children with SEND are represented in proportion to their numbers in the school in our School Council/Eco Council/Young Interpreters/sporting events. All pupils in Reception, Key Stage 1 and 2 take part in meetings where appropriate and through pupil voice opportunities throughout the year.

Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development and how best to develop in these areas in school and at home; children are aware of their targets set to support their development. Targets identified within the Assess, Plan, Do and Review plan are reviewed with children and their thoughts/feelings and wishes are recorded. Information sharing documentation is also reviewed with the children for personalised responses to how they feel about school and home. Coordinated support plans are reviewed termly with the opportunity to include each child's views and aspirations.

How do we assess and review children's progress?

Our school's Assessment Policy (available on this website) outlines the range of assessments regularly used throughout the school. As a school we evaluate pupils progress 3 times a year using the Assess, Plan, Do and Review (APDR) plan process, this is completed in conjunction with parents/carers and pupils.

Assess - The child's difficulties will be assessed to ensure the correct support is provided. Teachers, children and their parents will be involved in this stage of the process, giving them the opportunity to share their thoughts. This will be reviewed regularly.

Plan – School and parents and where appropriate, children will discuss the planning of support, and what it is we collectively want to achieve. All those involved will have a say in what support

will be provided. A date will be set for when these outcomes will be reviewed and to see whether they have been achieved

Do – School will put the support from the planning stage in place. Support strategies will be shared with parents to encourage use at home, and to promote consistency for the child. The child's teacher remains responsible for working with the child on a daily basis, and the SENDCO and other specialist staff will provide further advice if needed. They will also work closely with teachers to track progress and monitor the effectiveness of the support strategies in place.

Review – The planned support will be reviewed regularly, teaching staff and the SENDCO will evaluate the effectiveness of the support and adapt if necessary. Reviews will be completed at a minimum of three times a year.

This ongoing cycle ensures that the provision and support strategies in place are effective and focused on helping the child reach their full potential. The benefit of taking this approach also provides the opportunity to regularly review what is working well and importantly what can be improved from both a child and teacher perspective. Embedding a review cycle allows us to continuously support the needs of our SEND children, as well as continuously refresh the strategies that we apply.



What additional support for learning is available to children with special educational needs?

There are currently 334 pupils on roll at Lynnfield Primary School of which 52 are registered as having SEND and 9 of which have an EHC. We have 16.1 (FTE equivalent) teaching assistants employed in school, providing a higher staff to pupil ratio which maximises learning potential for all our children; most are trained to deliver a number of intervention programmes throughout the school. Most TAs are deployed in additional small group provisions throughout school to support pupils who find the mainstream classroom challenging.
We teach an adapted curriculum focussing on supporting children to meet intended outcomes to ensure that the needs of all children are met.
A number of intervention programmes are in place for children who require additional support e.g. Welcomm, BLAST, Number Recs, ELSA and 1:1/small group tutoring for phonics, based within the classroom environment so that they receive high quality first teaching. For children who require it we formulate trauma informed plans to meet their individual learning and SEMH needs. Children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. Educational Psychologist, Play Therapist, Speech and Language Therapists, Occupational Therapists). Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home.

How do we support children moving between phases of education and in preparing for adulthood?

In our school we support children with SEND through each phase of their education through a carefully planned approach. We collaborate with parents, previous or future settings and

professionals to ensure smooth transitions between year groups and key stages. We use a range of strategies to support our pupils, such as additional visits to new classrooms, transition days including meet the teacher, visual supports such as timetables and now and next boards for understanding of new routines, social stories and transition booklets. These are all tailored to children's individual needs and are implemented in time to prepare children for upcoming changes. Children with an EHCP are involved in the decision-making and target setting in line with the preparation for adulthood outcomes.

The progress of children holding an Education, Health and Care Plan is discussed at their annual review (interim reviews may also be called as necessary). At Year 5, annual reviews/EHC plan reviews consider transition to secondary school and is discussed involving parents and the LA. At Year 5 and Year 6 annual reviews the SENDCo of the anticipated receiving secondary school is invited to attend.
For children with an ASD diagnosis in Year 5 and Year 6 the Hartlepool Local Authority STEP's ASD protocol is used to help parents and carers make informed choices with regards to secondary provision.
Early years parents will be invited to attend a baseline assessment consultation within the first six week of their child's commencement in school, this takes place from Leo's, Nursery and Reception and parents will be given the opportunity to agree assessments, make comments to contribute to assessment and plan next steps for their child.

What is our approach to teaching children with SEN?

The motto of our school is 'The more you try, the higher you fly' and our fundamental aim is to enable each individual child to do this by realising their potential and removing barriers to learning. We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments; secure children's motivation and concentration; provide equality of opportunity, use appropriate assessments and set suitable targets for learning.

Within the Lingfield trust it is our belief that our 'most vulnerable deserve the best' therefore the Lingfield Teaching Compass aims to embed a 'SEND from the Start' approach which ensures our fundamental offer provides a fully inclusive, broad and balanced curriculum for all children, including those with SEND.
We aim to deliver high-quality teaching in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
Provision for children with SEND is a matter for the school as a whole. In addition, the Governing Body, Executive Head Teacher, Head of School, SENDCo and all staff members have important day-to -day responsibilities. All teachers are teachers of children with SEND and plan lessons that focus on their individual needs and how to support children with SEND to meet the intended outcome or objective.
A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children. The majority of our children will learn and progress within these arrangements.
Children with SEND will receive support, which is adapted, additional to or different from the provision made for other children. All of our teachers take account of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour in order to take part in learning effectively and safely and they help children to manage their emotions in order to take part in learning effectively.
We aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, Inclusion team, teacher assessment and use of assessments which will enable peer group comparisons to be made. In completing assessments to

consider the whole child, we acknowledge that some children often require additional challenge to extend and fully deepen their understanding.
Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum, it is important to acknowledge that having EAL is not a recognised SEN need and assessments to determine additional needs will be carried out if a pupil with EAL is not making the expected level of progress. (See the website for the EAL policy)

We acknowledge that not all children with disabilities necessarily have special educational needs. All teachers take action to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset (with support from Local Authority Special Needs Team if appropriate), without the need to be disapplied. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities where required for the development of skills in practical aspects of the curriculum; identify aspects of programmes of study and attainment targets that may present specific difficulties for children with disabilities.

What adaptations are made to the curriculum and the learning environment of children with SEN?

Our school drivers are centred on inclusion and the curriculum is scaffolded and adapted to meet the needs of all of our children. Differentiation may occur by adaptation's to resourcing in order to support understanding or reduce cognitive load by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children maybe visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping ,photographs etc); materials used; support level provided; provision at alternative location.
The school always acts upon advice received from external agencies (e.g. most advantageous positioning of HI children within the classroom and use of aids as recommended; exercise programmes from occupational health; use of brain breaks and sensory resources).
We work alongside a range of professionals:
Hearing Impaired Service,
Speech and Language Therapy Service,
Educational Psychologist,
Play Therapist,
Mental Health and Support team (Alliance, CAMHs)
Occupational Therapy

We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, 'chunking' of instructions, use of '10 second rule' to allow processing time, pre-teaching of key vocabulary.
Children who find the classroom environment challenging and require a quieter space to work in order to support their emotional needs may be given access to an individual safe space (see safe spaces for parents on the website)

How are equipment and facilities to support children special educational need secured?

Equipment and facilities to support children with SEND are non-negotiable in our school; whatever our children with SEND require, within reason, they are provided with e.g., provision of writing slopes; provision of equipment e.g., balance boards, weighted boards, strength balls etc

We regard our duty to make reasonable adjustments as an anticipatory duty – i.e., it applies not only to disabled children who already attend our school but also to disabled children who may

attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required). Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.
For children who have SEND or may be considered vulnerable to the transition process additional transition visits are designed to meet their needs and ensure transition is successful.
The school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.
School also carries out regular reviews to ensure facilities are appropriate and inclusive, making reasonable adjustments in line with the Equality Act 2010 to promote full access and involvement for all children with SEND.

What expertise and training do staff have in order to support children with SEN?

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, teaching assistants and support staff meet the special educational needs of our children and stay up to date with current research into teaching, learning and safeguarding. The SENDCO holds the National award for Special Educational Needs and Disabilities qualification.

All staff are encouraged to enhance their skills and knowledge through ongoing continuous professional development. This includes training in areas such as autism, ADHD, dyslexia, sensory needs or targeted training such as the delivery of interventions, phonics programmes or occupational therapy strategies. The SENDCO directs class teachers to courses or training that are appropriate for particular children they are working with. Staff with expertise or a specialism share their knowledge and best practice amongst other staff to strengthen the quality of teaching and support across school.

Our Executive Headteacher is an experienced SENDCo and holds a SEND diploma. She leads the school's Senior Leadership Team which includes leaders from within the Strategic Leadership, pastoral, SEND, Behavioural, Inclusion and the curriculum teams.
The school's Head of School has responsibility for Inclusion and SEND (Mrs Carolyn Lakin) has completed the NASENCO award and holds a Post Graduate Certificate in Vulnerable Learners and Inclusion. She is also a qualified Trauma Informed Attachment Lead. Carolyn has a wide range of experience working with children with additional needs and disabilities' both within education, social care and the community.
The school employs 2 HLTAs and a team of 14.1 (FTE) TAs who are trained to deliver a range of interventions on a small group and 1:1 basis.

- 8 members of staff are trained in the administration of medicines
- 10 members of staff are trained in the administration of rescue medication for pupils with Epilepsy
- 15 members of staff are trained in monitoring pupils with diabetes
- 19 TAs are qualified to NCFE CACHE Level 2 Certificate in Understanding Autism.
- 17 members of staff have completed bereavement training
- 17 members of staff have completed the Paediatric First Aid (2 day) training
- 32 members of staff with Emergency First Aid training and 5 lunchtime staff.
- 10 are trained in Team Teach.
- CPD training, which has supported the development of high-quality teaching, has included Trust Teaching Compass. PACE, Neurosequential Model of Education, Innovative Strategies to Support Pupils Complex SEND needs, Safeguarding Pupils with SEND needs, Effective Target Setting and working with pupils with hearing impairments. In addition to the face to face training each member of staff has access to The National College and National Online Safety training webinars, to ensure that specialist knowledge is secure
- All staff have received training on ACES

SENDCos attend 'Special Educational Needs Co-ordinator Cluster Meetings' throughout the year delivered through the Lingfield Trust and further meetings funded by the L.A. These meetings support work in school and provide an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues in our school.
As a cluster SENDCos meet half termly to carry out the duty of seeking support guidance for one another and to pre-approve applications being submitted to panel.
At the close of each school year teachers hold meetings with the child's next teacher to discuss SEND and medical information in preparation for the following year.
The SENDCo meets with the Executive Headteacher at least once per half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children. The SENDCo organises training on a needs basis and also staff may request specific training. The school is proactive in engaging with specialists in order to ensure that we are using best practice.

How is specialist expertise, such as educational psychology, secured?

If a child's needs are not being met though high-quality teaching and targeted in-school support, and there is evidence that more specialist support is required the SENDCO will seek further advice from external services. This usually follows the assess, plan, do, review approach, where school have identified concerns, implemented support and monitored progress over time. Following consultation with parents, the SENDCO will submit a referral to seek further support. This could include a speech and language therapist, occupational therapist or educational psychologist.

Lynnfield works with a range of specialists regularly throughout the year, to provide regular support for children with SEND. Some of these include the speech and language service, the outreach and inclusion team and educational psychologist. The SENDCO co-ordinates these partnerships, arranges visits, assessments and termly reviews to ensure the advice and support shared is used effectively in school. Collaborative work between school and these services is essential in the planning and implementation of appropriate and effective support for children with SEND.

The school commissions the services of an Educational Psychologist and Play Therapist to work directly with children in our school and to provide advice and support to staff in addressing needs throughout the school.

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of specialist services such as CAMHs, Speech and Language Therapy and Occupational Therapy to help us shape the provision we offer for children.

When necessary, the school seeks advice from specialist advisory teachers from the LA.

How do we evaluate the effectiveness of our provision made for children with SEN?

To ensure support and strategies in place are meeting individual needs and enabling progress, SEND support plans and EHCPs are reviewed in line with national standards. This involves you as parents, teachers, specialists and the child where appropriate. Academic and personal development progress is monitored using assessments, observations and reports. We use provision mapping to review progress and attainment to identify which interventions and strategies have had the most impact. Pupil voice is gathered to understand your child's views on their support and progress. The SENDCO and school leadership teams use this evidence to adapt and improve the provision to ensure it remains suitable and effective. Regular reviews with governors and Ofsted inspections form part of this evaluation process.
As a school we use a provision map that is evaluated half termly for impact by teachers and members of the Leadership Team through the Pupil Progress Meeting Cycle. This allows us to trac

progress for individual and groups of pupils. On a termly basis a review of Assess, Plan, Do and Review (APDR) plans, Boxall and Behaviour Plans is completed in collaboration with parents/carers and the child. We use assessment information/progress rates etc. pre- and post- interventions, attainment and progress data for children with SEND to support in the review of each child. The Play Therapist will utilise the academic and parental Strengths and Difficulties (SDQ) to support the assessment of pupils accessing Play Therapy.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, including physical activities?

We believe all children including those with special educational needs should be offered a broad, balanced and inclusive curriculum. Children with SEND are supported to take part in all activities alongside their peers, including physical activities through the planning and implementation of reasonable adjustments. To enable this, a range of differentiated strategies will be considered, such as additional adult support, adaptive equipment and resources, simplifying instructions and vocabulary, adjusting tasks or using visual aids or assistive technology to suit specific needs. In order for these support strategies to be successful, teachers and the SENDCO carefully plan and introduce these to the children for them to participate safely and confidently. Where necessary, risk assessments and individual support plans will be used to ensure children can access activities and feel valued and included.

We invite all children including those with SEND to participate in our wide range of after school and lunchtime clubs, which are also differentiated and adapted to meet the individual needs of children as well as promote inclusivity. Our clubs offer opportunities to develop a range of academic and social skills as well as developing independence, communication, resilience and self-help skills.

What support is available for improving emotional and social development?

It is important for us to take into account the views, opinions and needs of all of our pupils. Listening to their voice is an important part of our duty to keep them safe. Our pupils should be protected from all forms of bullying and adults need to be advocates for them. Supporting emotional and social development is vital and we do this by:

Seeking specialist advice from our Educational Psychologist through the school service level agreement. Gaining specialist advice from colleagues at CAMHS within the neurodevelopmental team and through the Single Point of Contact.
School employs a Play Therapist is employed for 2 days per week for children who require support to express their feelings and emotions in a safe space with a 1:1 therapist.
Throughout school there are areas designated as 'quiet areas/safe spaces' within or outside classrooms and bespoke safe spaces identified for individual pupils. This provision is built around a trauma informed approach. If required in class, the offer of an individualised work station.
Seeking support from the Inclusion Team, who support parents in gaining guidance and help in working with their child
Offering mentoring and/or ELSA sessions provided by 3 Teaching Assistants Miss. Amanda Izzett, Mrs Pauline Weldrake and Mrs. Amanda Spooner– we offer sessions as and when required being responsive to the needs of the children. Referrals for support can be made by staff, parents and individual children can self-refer.
Our Butterflies Nurture group caters for 10 children from Reception to Year 3. Overseen by Mrs Carolyn Lakin (Head of School), led by Miss Amanda Izzett (Nurture Group Leader) and Mrs. Pauline Weldrake. A Year 5/6 Academic Nurture group catering for 10 children on a morning for academic support to meet cognition and learning needs and 8 children on an afternoon focusing on SEMH needs based. Overseen by Mrs Carolyn Lakin (Head of School led by Mrs. Amanda Spooner.

In addition, for pupils identified as having SEMH needs school ensures a tight package of support which includes the creation of an Individual Trauma Informed Behaviour plan, an Individual Risk Assessment to identify potential risk factors and reduce the severity of the risk. A multi-agency team of staff providing a package of support for individual children and the Mental Health support Team offering 1:1 CBT, parent led CBT and small group support focussing on anxiety.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

The school commissions the services of an Educational Psychologist and Play Therapist to work directly with children in our school and to provide advice and support to staff in addressing needs throughout the school. External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs. Our school receives regular visits from a member of specialist services such as CAMHs, Speech and Language Therapy and Occupational Therapy to help us shape the provision we offer for children. When necessary, the school seeks advice from specialist advisory teachers from the LA.

How do we support children who are looked after by the local authority and have SEN?

Each SEND child who is looked after through the local authority will have a personal education plan (PEP). This ensures children are offered support tailored to their individual needs. School work with the local authority, health and social care and carers to review the plan regularly. A designated teacher for looked after children works closely with the SENDCO to ensure the child's needs have been identified and their needs are being met. We also work with carers, virtual schools and social workers to provide a consistent, nurturing learning environment with an aim to promote stability and inclusion.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here: https://lingfieldeducationtrust.com/governance-policy/trust-policies/

What is the Local Authority 'Local Offer' and how do I find it?

The Local Offer is information provided by the local authority that outlines the services and support available for children and young people aged 0 - 25 years with SEND and their families. It offers information, advice and guidance about the types of services and support available to you in our local area. The aim of the local offer is to help families understand what support is available in their area and how to access it.

The Local Authority's Local Offer can be found on the website or at www.hartlepoolnow.co.uk

Are there any support services for the parents of pupils with special educational needs?

There are several support services available for you as parents and carers. They offer free, confidential and impartial advice about the special educational need processes.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). A free, impartial, and confidential service provided by Barnardos, offering information to young people with special educational needs and disabilities and to their parents and carers.

Parent carer forums – Local groups run by parents or carers of children with SEND who work together to improve services for families in the area. They share experiences, influence local decision making.

Charities and voluntary services – Hartlepool Special Needs Support Group (HSNSG), Young Carers, Families First and Café 177. Are among the many services available.

Local Authority services – Family support workers, early Help or SEND caseworkers who offer support through referrals, assessments and care plans.

Local Offer website – Every local authority offers a list of services available to parents, carers and their families offering advice and support.

The Inclusion Expert Panel – 'understanding the SEND process – for parents' video support https://youtu.be/-rYRBKv7W64