Special Educational Needs and Disabilities (SEND) INFORMATION REPORT

Pelton Community Primary School

Where Every Child Belongs & Where Every Child Matters

A parent-friendly guide to identification, support, inclusion, specialist provision and working together.

Policy Owner	SENDCo

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	1	Headteacher/Director of SEND	18th September 2024	September 2024
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For help or advice about SEND, please speak to your child's class teacher or contact Mrs Rachel Henry (Lead SENCO) or Mrs Judith Russell (SENCO) through the school office.

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SEND Information Report

Dear Parents and Carers,

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. As educational professionals, we are all working towards the goal of growing independent young people as they prepare for adulthood instilling and promoting our values of:



If you would like to know more about our arrangements for SEND, please read our SEND policy and refer to our school website alongside this Information Report.

You can find the SEND policy on our website.

Note: If there are any words or phrases that 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.

SEND Information Report

Welcome to our SEND Information Report

At Pelton Community Primary School, we believe that every child should feel safe, included, valued and able to achieve. This report explains how we identify and support special educational needs and disabilities (SEND), how we work with families, and what additional help may be available.

Our approach is relational, inclusive and ambitious. Children do not need a diagnosis or an Education, Health and Care Plan (EHCP) before we begin identifying needs and putting appropriate support in place.

1. What types of SEND do we provide for?

We provide for children across the four broad areas of need identified in the SEND Code of Practice (2015). A child may have needs in more than one area, and these can change over time, which is why it is important to gain a holistic overview of your child.

Communication and Interaction	Cognition and Learning
• Speech, language, understanding, social communication and interaction differences, including autism.	• Difficulties with learning, memory, processing, literacy or numeracy, including significant and complex learning needs. • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia/Developmental Co-ordination Disorder) • Developmental Delay
Social, Emotional and Mental Health	**Physical and/or Sensory**
• Needs affecting emotional regulation, wellbeing, relationships, attention, anxiety and engagement. • ADHD (Attention Deficit Hyperactivity Disorder) • Mental health conditions	• Hearing, vision, sensory processing, physical development, mobility and personal care needs.

Our specialist inclusion provisions are Cocoon (Early Years), Stepping Stones (Key Stage 1), Hive (Years 3–4) and Pathways (Years 5–6). They form part of our inclusive whole-school offer.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

SEND Information Report

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

At Pelton Community Primary School all staff are considered responsible for supporting the needs of students with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of student needs.



Below outlines SEND leadership and key contacts who will be supporting your child. *Please note that this list is not exhaustive.*

SEND leadership and key contacts

- Mrs Rachel Henry – Deputy Headteacher and Lead SENCO; strategic and operational leadership of SEND, teaching oversight across specialist provision and professional guidance. NPQ SENCO completed; final outcome awaited.
- Mrs Judith Russell – Deputy Headteacher and SENCO; supports coordination, assessment, reviews and family partnership; NASENCO qualified.
- Mrs Karen Telfer – Executive Headteacher.
- Mrs Helen Faulds – SEND Governor.

Our specialist provision leads, teachers, HLTAs, teaching assistants and pastoral colleagues work collaboratively with SEND leadership. Teaching and learning is monitored through planning, assessment, observations and review.

CONNECT Staff

The SEND team at Pelton Community Primary School are supported by Trust staff:

Director of Specialism SEND: **Helen Witty**

Trust Assistant SENCo/Access Arrangements Coordinator: **Sharon Forbes**

Training and expertise

Staff undertake continuing professional development across communication and interaction, cognition and learning, SEMH, and sensory/physical needs. Examples include Attention Autism, Intensive Interaction, the Curiosity Approach, Colourful Semantics, Blank Level Questioning, developmental language disorder, Mastering Memory, Clicker and Widgit, precision teaching, Read Write Inc., Active Maths, B-Squared, nurture, ELSA, trauma-informed practice, de-escalation, Team Teach, sensory regulation, LEGO Therapy and Build to Express.

We access specialist advice, educational psychology consultations and SEND surgeries, professional coaching and peer learning. Our leaders also support other schools through mentoring, professional visits and local authority inclusion networks.

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

Please speak to your child's class teacher first. You can also contact Mrs Rachel Henry or Mrs Judith Russell through the school office. We will listen to your observations, discuss your child's strengths and difficulties, review what is happening in school and agree practical next steps.

We value what you notice at home and will keep you involved. A medical diagnosis or EHCP is not required for the school to respond to emerging educational needs.

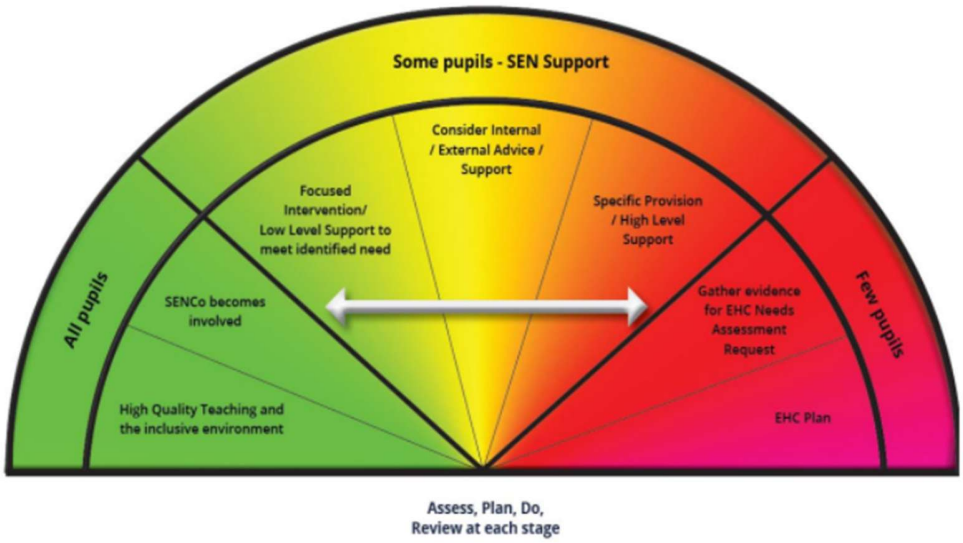
You will find contact details on the school website.

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

Class teachers continually monitor the progress, development and wellbeing of all pupils. Where concerns arise, teachers consider a child's strengths, individual needs and any barriers to learning or participation. Appropriate adaptations and early support are introduced, and their impact is carefully monitored. Where concerns persist, or a child presents with more significant needs, teachers work with the SENCOs and parents or carers to consider whether additional SEN Support is required. This forms part of our graduated approach to identifying and meeting children's individual needs.

Teachers use everyday assessment, observations, pupil progress, parent and pupil voice, information from previous settings and advice from specialists. Additional tools may include WellComm, ELIM, the Early Years Developmental Journal, B-Squared, Boxall Profiles and TALC screening, where appropriate.

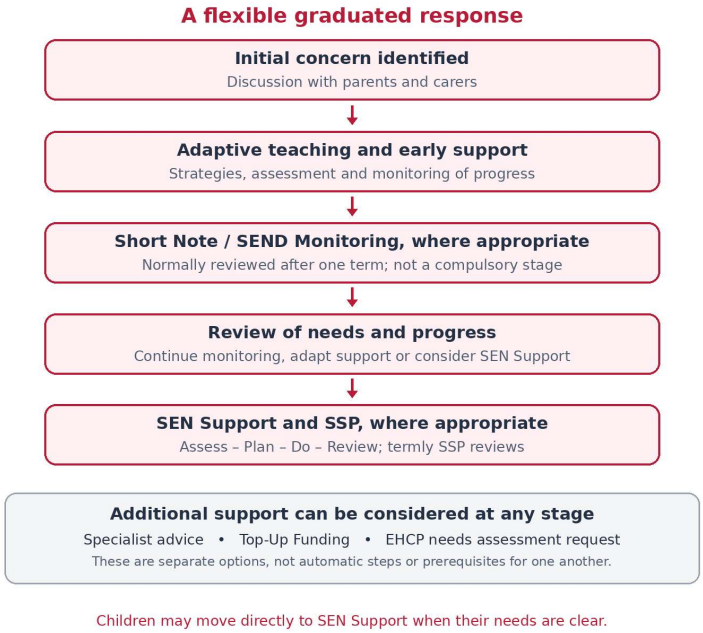
A child does not automatically have SEN because they are working below age-related expectations, making slower progress or receiving an intervention. We consider whether they need educational provision that is additional to or different from the support ordinarily available to pupils of the same age.



Our graduated response

Initial concerns are discussed with families and the SENCO team. Teachers adapt teaching and gather evidence of the child's response. A time-limited Short Note may record emerging needs, strategies and review arrangements, normally for one school term; urgent needs can be escalated sooner. The SEND Monitoring Register helps us keep track of emerging concerns and children who no longer require SEN Support but still benefit from monitoring.

Where SEN Support is appropriate, we discuss this with parents, add the child to the SEND register and develop an SEN Support Plan (SSP). The Assess–Plan–Do–Review cycle identifies needs and outcomes, implements support, checks impact and adjusts provision. Specialist involvement, Top-Up Funding or an EHCP needs assessment may be considered where appropriate.

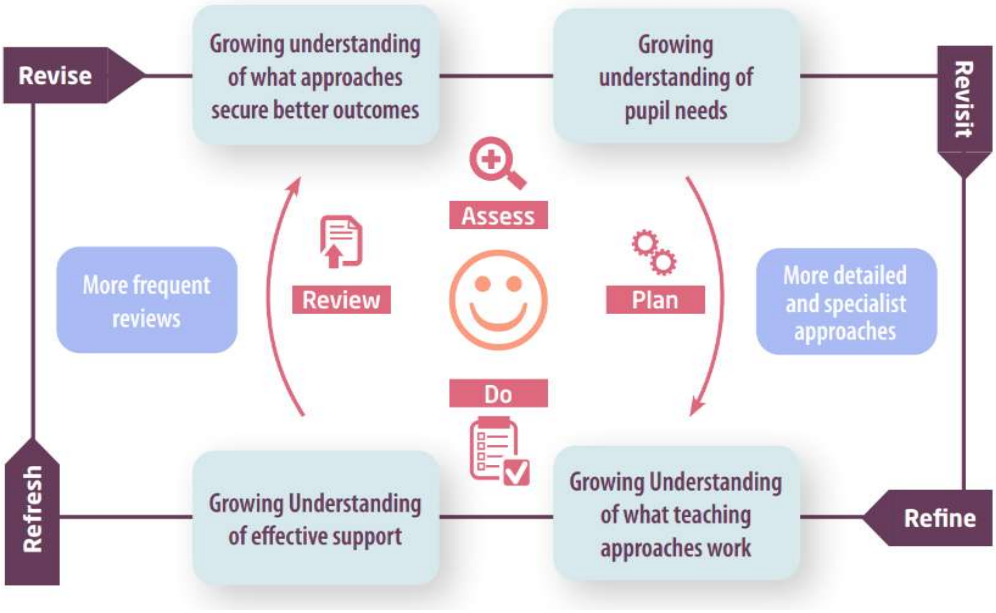


This is a flexible pathway, not a fixed sequence. Children do not automatically progress through every stage. Support is responsive to individual needs, and specialist advice, Top-Up Funding or an EHCP needs assessment may be considered at different points, without requiring a child to complete each preceding stage. For example, Children do not need to complete a Short Note before receiving SEN Support.

5. How will the school know how well my child is doing?

We look at progress from each child's individual starting point, including learning, communication, independence, emotional wellbeing and social development. Teachers use classroom assessment, work, observations, intervention records and appropriate assessment tools, including B-Squared and the Early Years Developmental Journal for children working at earlier developmental stages.

SEN Support Plans (SSPs) are reviewed termly. For pupils with EHCPs, Individual Learning Plans (ILPs) break long-term EHCP outcomes into achievable short-term targets and are also reviewed termly. Statutory EHCP annual reviews take place separately. Children and families contribute to evaluating progress and agreeing next steps.



How are children with SEND supported during statutory assessments?

At Pelton Community Primary School, we are committed to ensuring that children with SEND are supported to access statutory national assessments wherever appropriate. These assessments include the Reception Baseline Assessment, Early Years Foundation Stage Profile, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check and Year 6 Key Stage 2 assessments (SATs).

We recognise that children with SEND may require additional arrangements to enable them to participate. Where permitted by national assessment guidance, these may include additional time, rest breaks, adapted materials, a quieter environment or other appropriate support. Decisions about participation and access arrangements are made on an individual basis, taking account of each child's needs, usual classroom practice and the relevant statutory guidance. Parents and carers are kept informed of arrangements affecting their child.

For children working significantly below the standard of national assessments, appropriate statutory teacher assessment arrangements are followed, including the use of pre-key stage standards where required. We recognise that statutory assessment results do not always capture the full progress made by children with SEND. We therefore continue to celebrate and report progress from individual starting points, using our ongoing school assessments, B-Squared, Early Years Developmental Journal, SSPs and ILPs, as appropriate. Our priority is to ensure that every child's achievements are recognised and that assessments are approached sensitively, fairly and in a way that reflects their individual needs.

6. How will parents and carers be involved in their child's education?

Parents and carers are central to decisions about support. We communicate through conversations, ClassDojo, phone calls, emails, parents' evenings, school reports and planned meetings. Students on the SEND register will have an individual plan (SSP/ILP) which will be shared with parents/carers. Parents/carers help set and review SSP and ILP targets, contribute to EHCP annual reviews and share information about what works at home.



Parental views are actively gathered at the classroom door, through ClassDojo, in SSP reviews and for One Page Profiles. Relevant information is recorded securely, including on CPOMS where appropriate, and informs assessment, planning and provision. We also help families access workshops and specialist services.

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

Children's voices inform their support. Staff use conversations, supported choices, observations, visual symbols, Widgit resources, communication aids and trusted relationships so that children can express preferences, including when they are pre-verbal or use alternative communication.

Both SSP and ILP documents include a dedicated pupil voice section. Views are gathered and considered at termly reviews in ways suited to each child's age, communication and developmental level. One Page Profiles help staff understand what matters to each child and how best to support them.

8. How will the school adapt its teaching and curriculum?

Your child's teachers are responsible and accountable for the progress and development of all the students in their classes. High-quality teaching (sometimes called Quality First Teaching) is the first and most important step in responding to your child's needs. We will do our best to ensure that your child has access to a broad and balanced curriculum in every year they are at our school.

Teachers adapt their teaching approaches to reflect each child's individual strengths, needs and preferred ways of learning. We recognise that there is no 'one size fits all' approach and ensure that adaptations are meaningful, purposeful and regularly reviewed.

Teachers adapt the curriculum and learning environment through clear modelling, scaffolded tasks, pre-teaching vocabulary, flexible grouping, visual timetables, Widgit symbols, Clicker, iPads, movement breaks and practical resources such as Numicon. Active Maths, Magma Maths, White Rose and other curriculum resources are adapted according to need.

Targeted provision may include Read Write Inc. and Fresh Start, precision teaching, Alphabet Arc, Lightning Squad, Colourful Semantics, Blank Level Questioning, Core Word work, Attention Autism, Intensive Interaction, ELSA, nurture, Getting Along, LEGO Therapy, Build to Express, Drawing and Talking, sensory circuits, motor programmes and individual SALT or OT recommendations.

Teaching and learning for children with SEND is carefully planned, monitored and reviewed through close collaboration between teachers, specialist provision staff and the school's SEND leadership team. Our Lead SENCO, who is also a qualified teacher and Deputy Headteacher, provides ongoing teaching oversight, professional guidance and support across our specialist provisions, ensuring that curriculum adaptations, assessment and personalised learning approaches are appropriate to each child's individual needs. All staff work collaboratively to maintain high expectations, promote progress and ensure that children receive consistent, high-quality educational provision.

Cocoon, Stepping Stones, Hive and Pathways offer highly personalised learning environments. Children may access mainstream lessons, social opportunities and activities as appropriate; arrangements are reviewed regularly and can change as needs develop. Several children have successfully returned to mainstream full time, while others continue to benefit from specialist provision.

9. How will the school evaluate the effectiveness of SEND Provision?



We evaluate the impact of SEND provision through termly SSP and ILP reviews, assessment data, intervention records, pupil work, parent and pupil voice, observations, attendance and wellbeing information. Formal termly SEND pupil progress meetings consider progress and next steps.

The SENCOs and senior leaders undertake learning walks and lesson observations, while curriculum leaders carry out book scrutinies. We audit SSPs and ILPs, maintain a secure SEND Register Snapshot for relevant staff, and work with the Trust Director of SEND to review provision.

Our Nurture Hub also benefits from ongoing monitoring, audits, professional supervision and specialist guidance from County Durham's Principal Educational Psychologist and EWEL Inclusion Teachers, supporting continuous evaluation and improvement.

10. How will the school secure additional equipment, resources and support?

Resources and support are matched to individual needs and may include adapted teaching materials, specialist equipment, sensory resources, personal care arrangements, targeted interventions, additional adult support and professional training. The SENCOs coordinate advice from educational psychologists, SALT, occupational therapists and local authority specialist teams.

County Durham Top-Up Funding (TUF) may provide additional support for children with significant or complex needs without necessarily requiring an EHCP. Parents contribute information about strengths, difficulties, hopes and aspirations. Where needs may require statutory provision, the school can support discussions about requesting an EHCP needs assessment; the local authority makes statutory decisions.

Our Trust Inclusion Strategy is at an early planning stage. Proposals include pooling resources to commission additional Educational Psychology and Speech and Language Therapy capacity; these are aspirations rather than services already guaranteed or operating.

11. How will the school support emotional and social development?

Our relational behaviour approach is grounded in positive, calm and consistent adult responses, with respect for self, others and the environment. We focus on understanding needs, building trusting relationships, co-regulation and helping children develop emotional literacy and confidence.

Support may include soft landings, nurture lunch club, ELSA, the Nurture Hub, Zones of Regulation, Getting Along, LEGO Therapy, Build to Express, Drawing and Talking, pastoral plans, positive behaviour plans, and specialist advice where needed. Risk assessments and positive handling arrangements are individualised and reviewed.

Sam Pepper, School and Family Worker, supports the home–school relationship and family wellbeing. Fiona Luke, Attendance Officer, works with families and staff to understand and reduce barriers to attendance, including anxiety and SEND-related difficulties.

12. How will the school support transitions and preparation for adulthood?

We plan transitions individually: starting school, moving classes, moving between mainstream and specialist provision, changing schools and moving to secondary education. Support may include meetings, sharing One Page Profiles and plans, additional visits, visual information, social stories, familiar adults and phased arrangements.

For Year 6 pupils, we work closely with receiving secondary and specialist settings. Piece of Mind provides summer-term whole-class wellbeing and mental health transition support; Emotional Resilience Nurses also contribute targeted activities.

All four specialist provisions incorporate bespoke Preparing for Adulthood learning, from early communication and personal care to independence, community participation, safety, relationships and life skills. In upper KS2, we encourage increasingly discreet but effective support, organisation and self-advocacy, without removing provision required by an EHCP.

13. How will my child take part in activities outside the classroom?

We aim for children with SEND to participate in school trips, performances, clubs, sports, outdoor learning, playtimes, lunchtime opportunities and wider school events. Staff plan reasonable adjustments, communication and sensory support, familiarisation, appropriate staffing and individual risk assessments where necessary.



Children in specialist provisions join whole-school activities and trips with familiar staff from their own provision, supporting continuity, confidence and emotional regulation. Community visits and enrichment also support Preparing for Adulthood.

14. How accessible is the school environment?

Admissions and disability



Pelton Community Primary School welcomes children with special educational needs and disabilities and is committed to ensuring that no child is treated less favourably because of a disability. For children without an EHCP, admissions follow the school's published admissions arrangements.

For children with an EHCP, admissions are managed through the local authority's statutory consultation process. The allocated SEND Caseworker formally consults with the school, sharing the EHCP and relevant supporting information for school leaders and SENCOs to review. The school considers the child's identified needs and specified provision and provides a formal response. The local authority is responsible for the final decision about naming a school in the EHCP, in accordance with statutory requirements. Once a placement is confirmed, school and family work together on transition arrangements.

Physical, sensory and communication accessibility

Pelton benefits from a modern, purpose-built and accessible environment, with step-free access, accessible toilets and changing facilities. We assess individual needs and make reasonable adjustments to classrooms, furniture, equipment, personal care and safe movement around school.



Quieter spaces, ear defenders, sensory resources, wobble cushions, resistance bands, movement breaks and sensory circuits can support regulation. Sensory Worx is our main occupational therapy provider; staff also implement existing Future Steps programmes where appropriate.

We adapt communication and information using Widgit symbols, visual timetables, now/next boards, objects of reference, simplified language, Colourful Semantics, Clicker and alternative communication approaches. Our Accessibility Plan sets out ongoing improvements to curriculum access, the physical environment and information.

School SEND information and policies

15. How does the school work with specialist services and organisations?

Our SENCOs work with families and specialist services to identify needs, plan interventions, translate advice into everyday practice and review progress. Involvement depends on individual needs, service criteria and consent arrangements.

Specialist partners

- County Durham Educational Psychology Service, including SEND surgeries, consultation and assessment.
- Speech and Language Therapy, supporting communication programmes and classroom strategies.
- Sensory Worx occupational therapy and existing Future Steps programmes.
- County Durham specialist SEND and inclusion teams, including the Emotional Wellbeing and Effective Learning (EWEL) Team, Cognition and Learning team, Communication and Interaction team & the Multi-Sensory team.
- CAMHS, Community Paediatrics, neurodevelopmental services, Emotional Resilience Nurses, school nurses and other health professionals.
- Health Visitors, Portage, early years settings and transition professionals.
- Primary Inclusion Partnership (PIP), specialist SEMH support and alternative provision such as WAVES, PRU, where appropriate.

Our Nurture Hub and the Primary Inclusion Partnership

Our county-wide Nurture Hub forms part of the support offered to schools through County Durham's Primary Inclusion Partnership (PIP). It supports children referred from other primary schools and benefits from ongoing guidance, professional supervision, targeted CPD and quality-assurance audits.

The Hub is supported by Nicola Cockram, Principal Educational Psychologist, and EWEL Inclusion Teachers Anita Spiers and Joanne Workman. Their accessible advice, supervision and monitoring help the school continually review and strengthen its nurture provision.

Supporting inclusion beyond Pelton

Mrs Karen Telfer, Executive Headteacher, and Mrs Rachel Henry, Deputy Headteacher and Lead SENCO, are members of County Durham's Pupil Inclusion Panel, contributing their professional expertise and working collaboratively with local authority colleagues and other schools to identify appropriate support for children experiencing significant barriers to education. Our team also supports other schools through coaching, mentoring, professional visits and sharing practice. Rachel is Vice Chair of the Community of Learning.

Professional advice informs SSPs, ILPs, EHCP reviews, personalised programmes, teaching adaptations, behaviour and pastoral plans, transition arrangements and staff development. Families remain important partners in these decisions.

16. How can parents and carers raise concerns or make a complaint?

We welcome questions and concerns and encourage families to speak to the class teacher first. If further support is needed, please contact Mrs Rachel Henry or Mrs Judith Russell through the school office. We aim to listen, review provision, consider the child's views and agree practical actions and follow-up.

If concerns remain unresolved, families can raise the matter with Mrs Karen Telfer, Executive Headteacher. Formal complaints are considered under the Trust-wide Complaints Policy, available from the school office or through the school website. Independent advice is available through Durham SENDIASS; statutory EHCP decisions may have separate disagreement-resolution, mediation and appeal routes.

School website – policies and SEND information

17. Where can parents and carers find further information and support?

Our SENCOs and pastoral team can help families understand available services and signpost appropriate support. Mrs Rachel Henry and Mrs Judith Russell support SEND queries; Sam Pepper provides school and family support; Fiona Luke supports families facing attendance barriers.

Local support and advice

County Durham SEND Local Offer — Information about education, health, social care, activities and services for children and young people with SEND.

Visit County Durham SEND Local Offer

Durham SENDIASS — Free, confidential and impartial SEND information, advice and support.

Visit Durham SENDIASS

Rainbow Guide – Durham and Darlington — A parent-carer-created guide bringing together practical local support, services and advice.

Visit Rainbow Guide – Durham and Darlington

Making Changes Together (MCT) – Durham Parent Carer Forum — County Durham's parent carer forum, connecting families and helping shape local services.

Visit Making Changes Together (MCT) – Durham Parent Carer Forum

Daisy Chain — Information, advice, activities and support for autistic and neurodivergent people and families.

Visit Daisy Chain

National organisations

Contact

IPSEA

National Autistic Society

ADHD UK

Family Action

Scan for County Durham SEND Support

QR code: County Durham SEND Local Offer (a clickable link is also provided above).

Pelton SEND information

Pelton SEND website

Consulting with pupils, parents and carers

Specialist expertise

Transition support

18. Glossary of SEND terms and abbreviations

Term	Meaning
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
SEN Support	Provision additional to or different from ordinarily available teaching
EHCP	Education, Health and Care Plan
SSP – SEN Support Plan	A personalised plan for a child receiving SEN Support, outlining their individual needs, short-term targets, additional provision and strategies. Reviewed termly with parents and carers.
ILP – Individual Learning Plan	A personalised plan for a child with an EHCP, breaking longer-term EHCP outcomes into smaller, achievable targets. Reviewed termly to monitor progress and adapt support.
APDR	Assess–Plan–Do–Review
QFT	Quality First Teaching
TUF – Top Up Funding	Additional funding provided by the local authority to help schools meet the needs of children requiring significant additional support. Children do not need an EHCP to receive this funding.

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SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication Needs
ADHD	Attention Deficit Hyperactivity Disorder
SALT	Speech and Language Therapy
OT	Occupational Therapy
EP	Educational Psychologist
CAMHS	Child and Adolescent Mental Health Services
ELSA	Emotional Literacy Support Assistant
EWEL	Emotional Wellbeing and Effective Learning
PIP	Primary Inclusion Partnership
PIC	Purposeful Inclusion Conversations
SENDIASS	SEND Information, Advice and Support Service
Local Offer	Local authority information about SEND support and services
One Page Profile	A child-centred summary of strengths, preferences and support
B-Squared	Specialist assessment and progress tracking
Boxall Profile	Assessment of social, emotional and developmental needs
CPD	Continuing Professional Development
CPOMS	Secure school recording and safeguarding information system
SATs	Standard Assessment Tests – national assessments taken by children at the end of Key Stage 2 (Year 6) to assess their attainment in reading, mathematics and grammar, punctuation and spelling. Writing is assessed separately by teachers.
Pre-key stage standards	Statutory assessment standards used for children who are working below the standard of the national curriculum tests but are engaged in subject-specific learning. They help teachers assess and report attainment at the end of Key Stage 2.
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.
Intervention	A short term, targeted approach to teaching a pupil with a specific outcome in mind
SEND Code of Practice	The statutory guidance that schools must follow to support pupils with SEND
Transition	When a pupil moves between years, phases, schools, classes or life stages
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability
Local offer	Information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area

Please ask our SENCOs or school staff if any SEND terminology is unfamiliar. We are always happy to explain