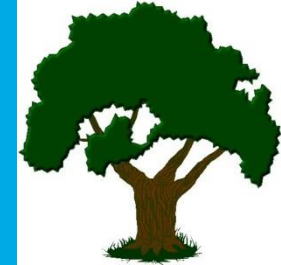
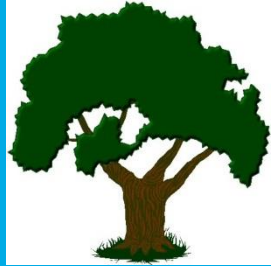


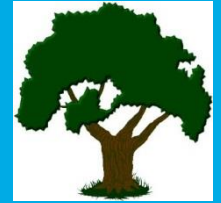
Preston Primary School



SEND Information Report

To be reviewed March 2020

Our Core Offer



- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is differentiated to meet every child's needs.
- All children are taught a broad and balanced curriculum. Where children require extra support, specialist resources or extension materials these will be provided wherever possible.
- Work in partnership with parents to ensure that home and school offer complimentary support packages.

Enhanced Mainstream Provision Hearing and Visual Impairments



At Preston we are fully committed to inclusive education and we have challenged our thinking and the way we approach integration and inclusion in a mainstream environment. Having a hearing or a visual impairment does not need to be a barrier to learning. With the correct support, resources and intervention we believe that all children can cope well and can meet their potential in a mainstream environment. Our success in gaining the Enhanced Mainstream Provision has deepened our breadth of understanding technology, practical support and the type of intervention we can offer to ensure that the children's needs are not a barrier to accessing high quality teaching and learning in a mainstream environment. We are excited to continue learning and developing our skills and expertise as a team as we welcome the children into our provision.

We do not envisage that the enhanced provision will be an add on to the Preston family, but become an integral part of our mainstream school, with bespoke learning opportunities to address the given needs of individual children.

In this section you will find:

- Information on our arrangements for identifying and assessing children with SEND
- Contact details for our SENDCOs
- Complaints information
- SENDIASS information

[More information](#)

In this section you will find:

- Information on additional support our school offers for children with SEND.
- Information on how we support the four primary areas of SEND: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical difficulties

[More information](#)

In this section you will find:

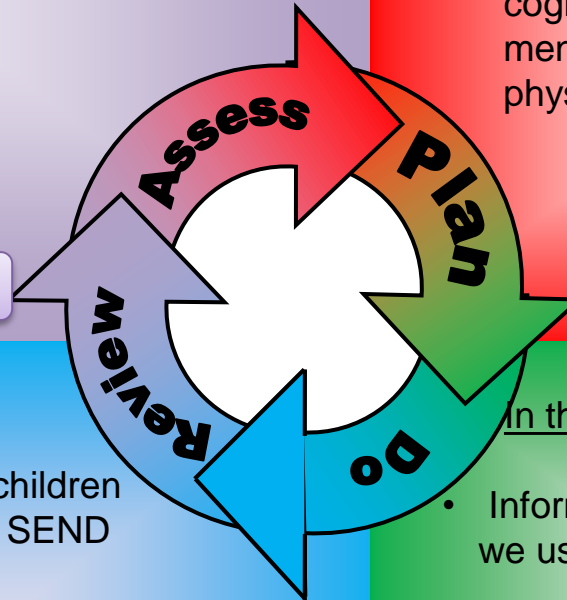
- Information on how we involve children and parents/carers in identifying SEND needs
- How we review pupil progress made towards the outcomes we have targeted for them.
- Extra Support for parents
- Transition arrangements

[More information](#)

In this section you will find:

- Information on the extra expertise and services we use to help us to support SEND children
- Activities that are available for pupils with SEND in addition to the curriculum.

[More information](#)



Assess



- Identification- Your child will be identified as having SEND if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- We operate an ‘open door’ policy. If you think your child has SEND, please come and contact us so that we can discuss your concerns. The class teacher is the initial point of contact for responding to parental concerns. Alternatively contact Mrs Sarah Robb (SENDSCO) or Mr Stephen Fawdon (SENDSCO), Mrs Sue Richardson, Head Teacher (01642 784735), Mrs Kerry Stockley or Mrs Sarah Phillips, SEND Governor.
- First Steps – if from our tracking and monitoring of your child’s progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and SENDCO . At the meeting we will begin to explore the possible barriers to learning and you will be asked how we can best support your child.
- Any complaints that parents of pupils should have with SEN or Disability at Preston Primary School should refer to the school’s complaints procedure policy, a link to which can be found on the school website.
- Parents in need of independent and impartial support can contact Caroline Fell at the SENDIASS Team on 01642 527158 or SENDIASS@Stockton.gov.uk.

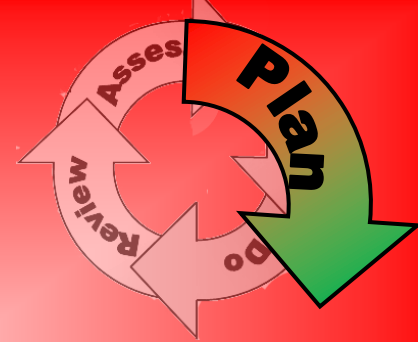
[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)

Plan



At Preston Primary, we aim to provide the best possible support to enable every child within the school to reach their potential, whatever their ability. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Our school teaches and supports children with SEND through a range of teaching strategies, differentiating teaching materials, allowing access to ICT equipment and resources, having high expectations, additional adult support, small group work, providing access to a flexible curriculum and extra curricular activities.

Class teachers will be the key person working with your child. They may work with a teaching assistant(TA) or an external agency worker requested by school. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

All SEND pupils have an Individual Educational Plan with personalised targets and interventions to support their learning. The Individual Educational Plans are shared with the child, parents, relevant staff and SENDCO.

[Main Menu](#)

Do

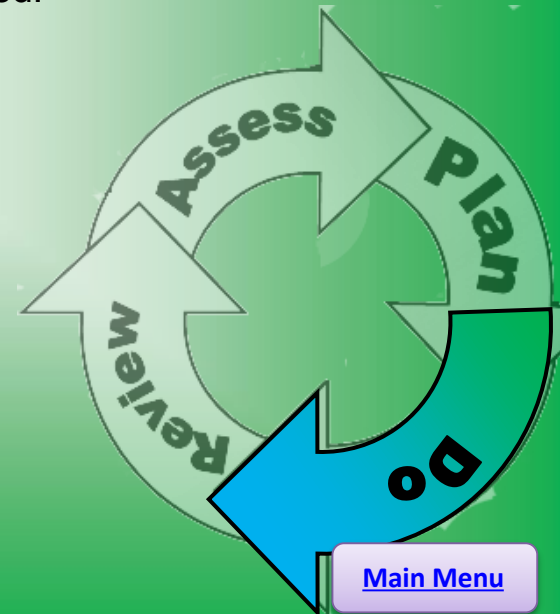
At Preston Primary, we focus on each child's needs. We differentiate our curriculum accordingly to support children with SEND. This can range from providing children with specific interventions to support their need or providing children with extra adult support.

We have a wide range of staff responsible for delivering specific interventions ranging from teaching assistants to teachers. The interventions are usually in literacy and maths but some interventions are used to help children with co-ordination or social and communication skills.

We include all children in all activities, including trips and visits, ensuring appropriate risk assessments are in place. Extra curricular activities are available to all SEND children.

As a school and Governing Body, we work closely with a number of external agencies including, educational psychology department, Hearing and Visual Impaired Service, specialist learning team, speech and language department, sensory service, CAMHS, TAMHS and MAAT. Parents and carers input is invaluable to staff, so regular discussions and involvement is welcomed.

If you feel your child requires specific adaptations please contact the SENDCO.



Review

SEND children will be monitored closely and class teachers will informally discuss progress, achievements and concerns with the senior leaders including the SENDCo and head teacher throughout the year.

The progress of SEND children is reviewed with parents at least termly. These reviews will take place during parent consultation evenings, drop in sessions or scheduled appointments to suit parents. The review will discuss what provision has been made for your child and the impact it has had on their learning. Parents will be involved in discussing the next steps for their child and targets will be shared. All children will discuss their progress towards their target with their class teacher.

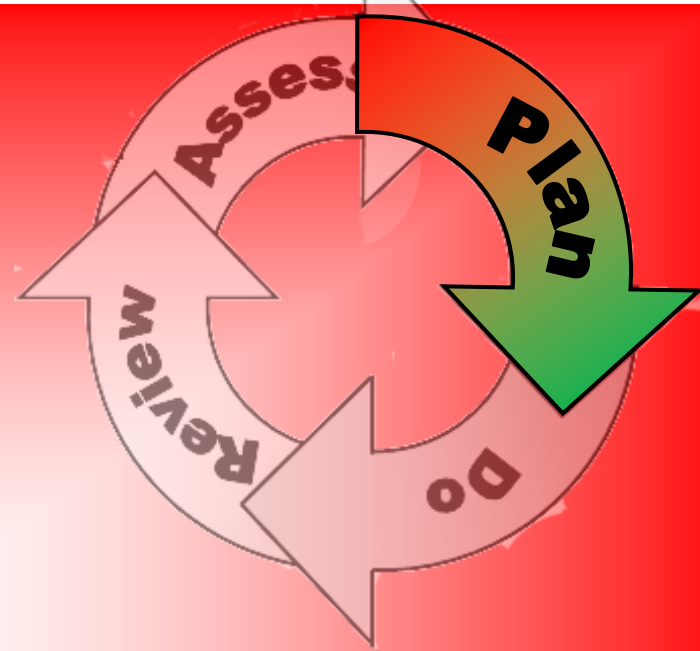
Transition

We are fully committed to ensuring that children with SEN needs are supported through phases of their education. We hold yearly transition meetings in July between class teachers, SENDCO and parents where necessary. Transition documents outlining plans for each child on an individual basis are passed to staff for the following year group or key stage within school. When a child reaches Y5, we proceed with the transition guarantee, enabling the child, parents and staff from Preston and prospective secondary schools to meet to discuss the best transition arrangements to Key stage 3. Enhanced packages of transition support are also available where necessary depending on the needs of the child.



Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Enhanced Speech and Language therapist time
- Flexible approaches to timetable
- Modifications to lunch and/or break times
- Enhanced access to additional aids
- Access to technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Playground buddy system



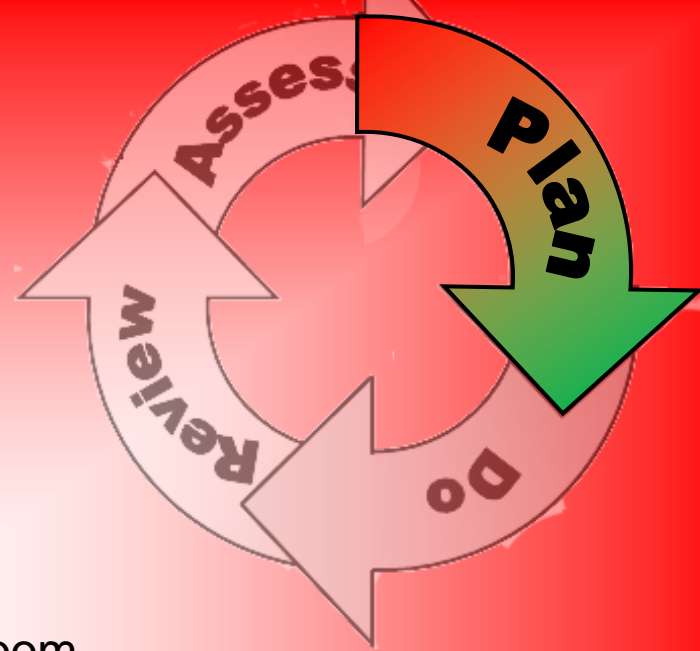
Cognition and Learning

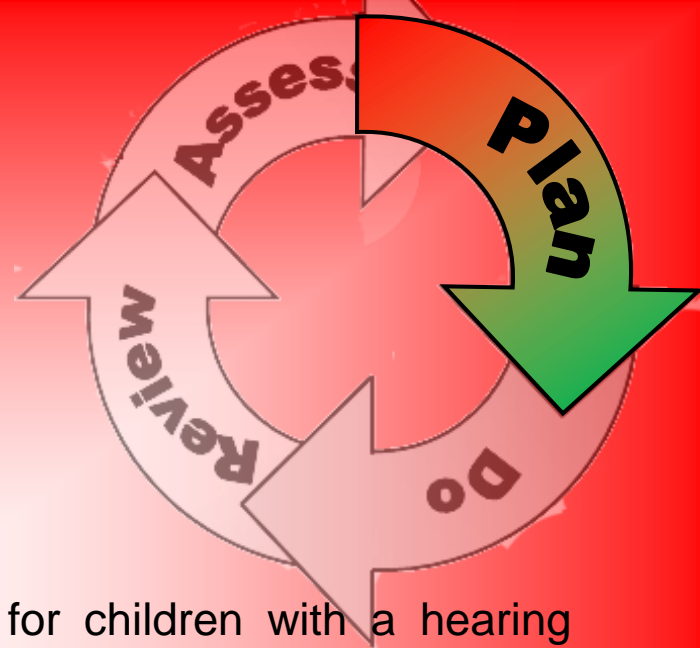
- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes
- Increased access to ICT
- Flexible groupings across year groups
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Delivery
- Frequent repetition and reinforcement
- Individual targets set for small step progress
- Enhanced Educational Psychologist Service



**Social, Emotional and Mental
Health Difficulties**

- Access to time out/individual work area
- Individualised rewards system
- Access to counselling services – TAMHS
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning





Sensory and/or Physical Needs

- Preston Primary School provides a unique provision for children with a hearing and/or visual impairment. The children with a place in our Enhanced Mainstream Provision are integrated and educated as part of a mainstream class alongside their peers but access the base as and when needed.
- At present we have two members of staff who are undertaking Teacher of the Deaf and Teacher of the Visually Impaired qualifications.
- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials
- Concrete apparatus available to support learning
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists, Future Steps.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum