

**Stockton Borough Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.**

**All schools are required to provide information to parents on how to seek additional support beyond that which is 'normally available' for their child.**

**The main aim of the local offer is to enable families to see readily the support they can expect locally without having to struggle to find the information.**

**If there is any information that you would like to know that is not on the website then please do not hesitate to contact Miss. Raper or, in her absence, Joanne Campbell. (Headteacher)**

# SEN Information Report



Stockton-on-Tees  
BOROUGH COUNCIL

Children and Young People

Big plans for the young people of our Borough

- [How does our school know/identify that children and young people have special educational needs and/or disabilities? \(SEND\)](#)
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- [What intervention is available to all children/young people?](#)
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- [Who will be working with your child?](#)
  - [What expertise does the school and our staff have in relation to SEND?](#)
- [How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?](#)
- [How will our school include parents and the child/young person in planning support?](#)
  - [What access do our SEND children/young people have to facilities and extra curricular activities?](#)
  - [How does our school plan for transition for children/young people with SEND?](#)

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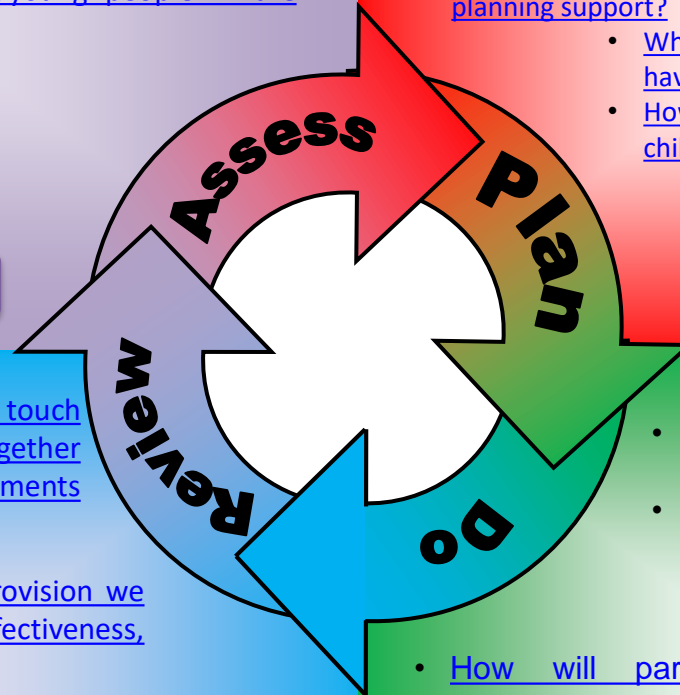
- [Who will be talking with and keeping in touch with the parent/carer? \(working together towards outcomes, reviewing arrangements etc.\) and how often?](#)
- [How do we assess and evaluate the provision we have arranged for your child? \(effectiveness, outcomes, progress\)](#)
- [Where can parents/carers find additional information e.g. SEND policy, LA Local Offer](#)

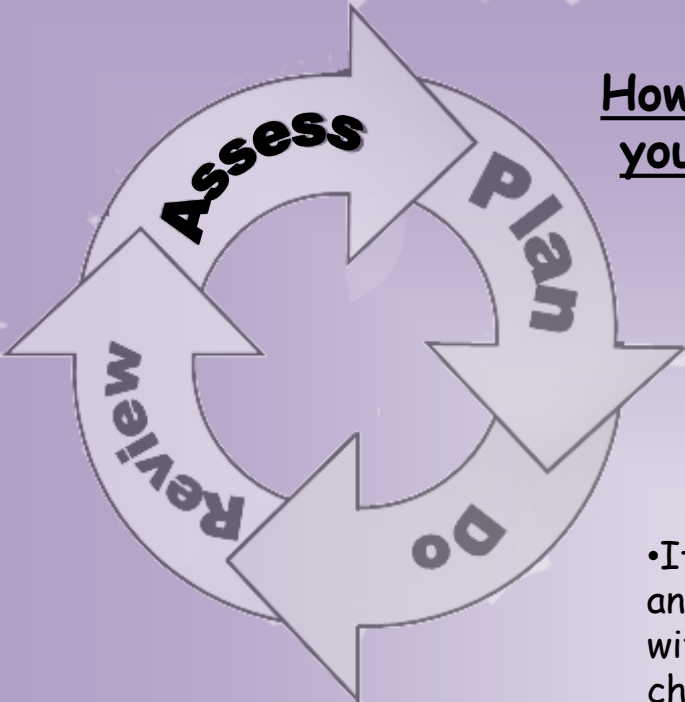
[More information](#)

- [How is the different provision delivered in our school?](#)
- [Which other services do we use to provide for and support our children/young people?](#)

- [How will parents/carers be kept informed of engagement in additional provision whilst it is ongoing?](#)
- [How does our school encourage parent/carers to become involved in the additional provision?](#)

[More information](#)





## How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)

- If children have been identified SEND before they start our school, we will work with the people who already know them and use information already available to identify what their SEN will be in our school.

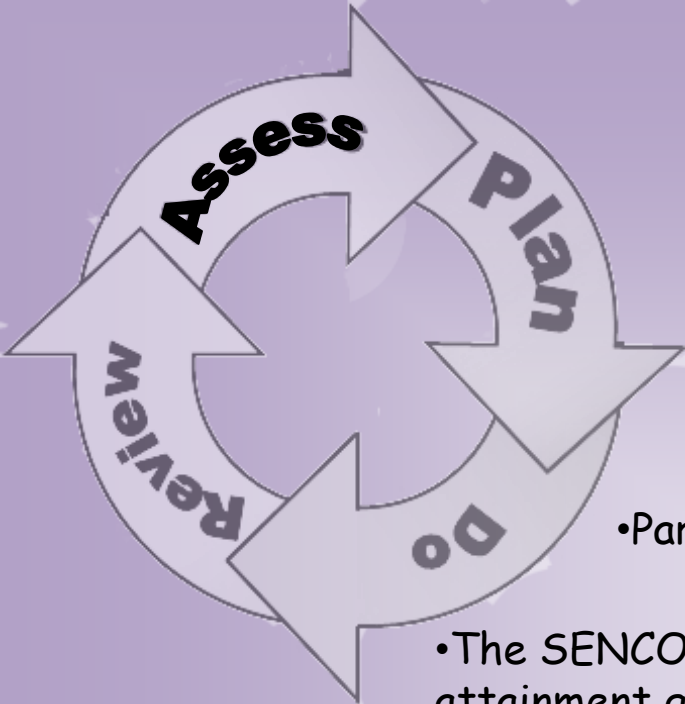
- If you tell us your child has a SEN we will discuss it with you and check it out- we will share with you what we find and agree with you what we will do next and what you can do to help your child.

- If our staff think that your child has a SEN we will observe them, assess areas of difficulty and call upon specialist advice in order to do our best for your child.

- If you have any concerns, your first point of contact is your child's class teacher who will discuss the information gathered with the SENCO.

- The designated SENCO for William Cassidi School Primary School is Miss Aimee Raper in her absence, Joanne Campbell (Headteacher).

- The designated SEN Governor for William Cassidi School Primary School is Mrs Carrie Shannon.



## How will School know if my child has a SEN and what will they do?

- Children whose prior attainment is low enough to cause serious concern will be recorded as having low prior attainment and noted as a Cause for Concern.
- Parents and Carers will be informed there is a concern.
- The SENCO will keep a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning.
- If, after discussion with parents/carers, relevant staff, outside agencies and the child as appropriate, it is decided that additional provision is required, the child will be added to schools SEND register and an action plan will be drawn up by the class teacher in liaison with the SENCO, the parents/carers and, whenever possible, the child.
- Where relevant school and with parents permission school may seek the advice of an outside agency.
- Parents will be kept informed about their child's progress. If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

## What are the first steps school will take if SEND are identified?



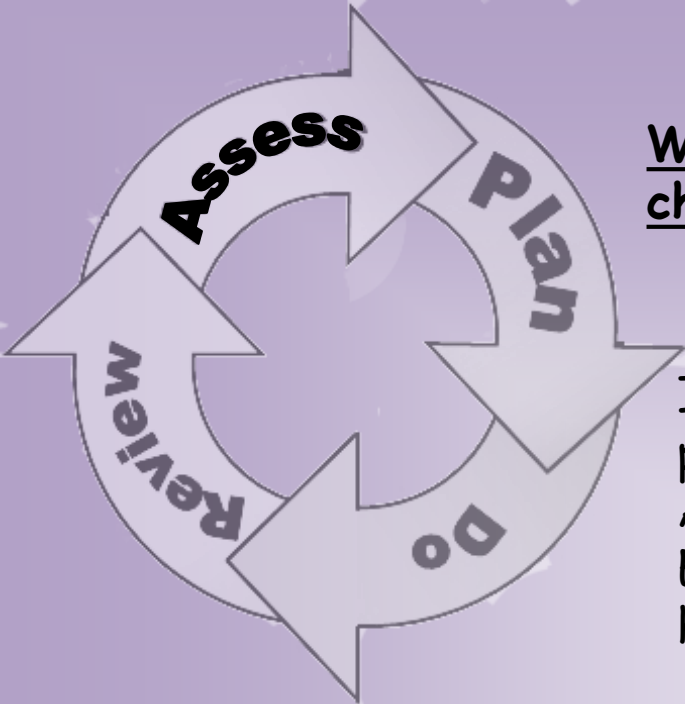
- If we think that your child has a Special Educational Need then we will inform and discuss this with you.

- We will place your child on the SEN Register and create a pen profile so that any staff working with your child are aware of their strengths and weaknesses.

- We will take action in different forms depending on the individual child's needs.

This might be;

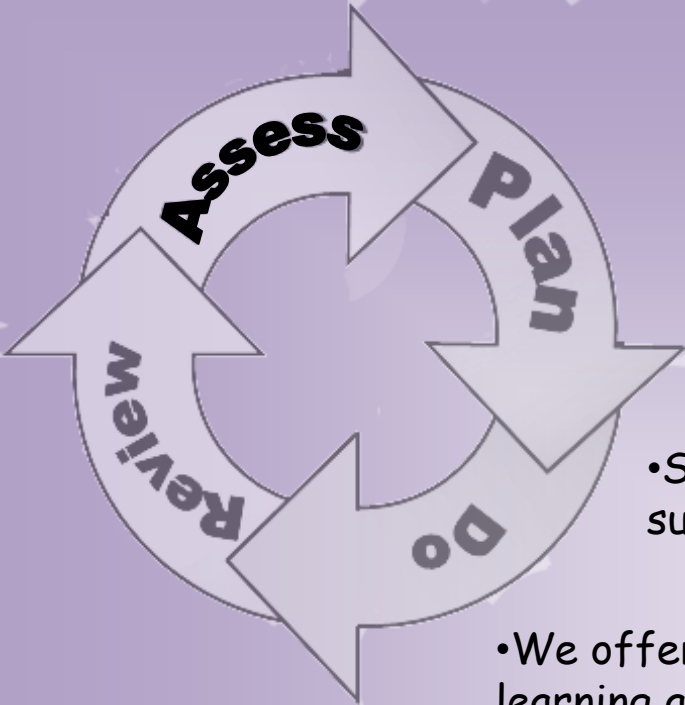
- More support in class either from the Teacher or Teaching Assistant.
- Small specific interventions focusing on needs or 1:1 interventions.
- Access to IT programmes or equipment.
- Different teaching approaches e.g. Small step instructions, guided support when transitioning from areas, tools to aid concentration, differentiated books.
- Referral to other outside agencies (for example a Speech and Language, Specialist Learning Team, Educational Psychologist, Occupational Therapy)



## What should Parent/Carers do if they think their child has SEND?/How can they raise concern?

If you are concerned that your child has SEND please speak to your child's teacher. Alternatively speak to the SENCO (Special Educational Needs Co-ordinator) Miss Raper or in her absence, Joanne Campbell (Headteacher).

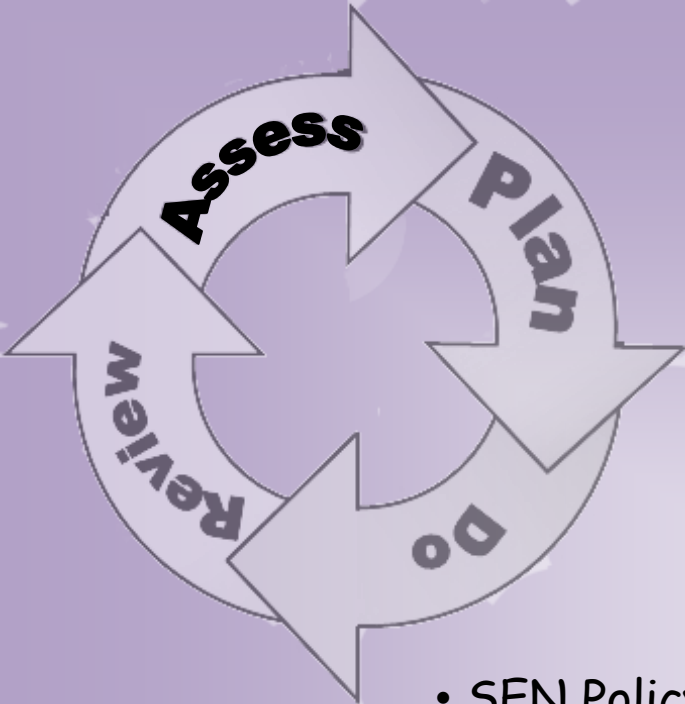
You can contact Miss Raper/Mrs Campbell at school on 01740 630270, or arrange a meeting by contacting the office.



## What intervention is available to all children/young people?

- At William Cassidi CE Aided Primary School, all children have access to quality first teaching.
- Sometimes we identify children that need to have further support in order to help them learn.
- We offer a wide range of support to help support a child's learning and well-being.
- It may be that they only need extra support in one area of the curriculum, in this case;
- The class teacher will identify who needs extra support and how often they will receive it.
- The class teacher in liaison with the SENCO will decide on how often the child will need extra support and for how long.
- A letter will be sent to parents to inform them of which area of the curriculum their child is receiving extra support and give time scales.

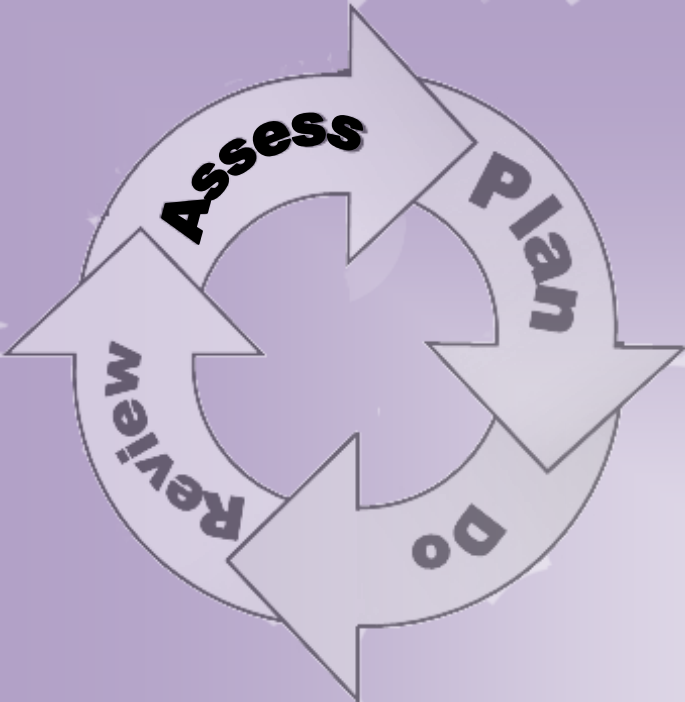




## Policies and further information on assessment.

Information on the following areas can be found by clicking on the following links or by visiting our school website at <https://williamcassidi.eschools.co.uk/website>

- SEN Policy.
- [Access arrangements for formal examinations and assessments. Link to AQA](#)
- [Local Authority Local Offer](#) - Visit this page to find out all the information you will need including support and advice.
- Schools complaints procedure.



## Schools complaint procedure

Any complaints with regards to SEND provision should be referred to the Head Teacher (Mrs Campbell) and the Governing Body (Mrs Peters) by following the schools complaint procedure established by the school (please see school's complaint policy)

Information Advice and Support is also available from the Local Authority.

Email: [SENDIAS@stockton.gov.uk](mailto:SENDIAS@stockton.gov.uk)

Telephone: 01642 527158

Alternatively ASPIRE Independent Support and Personalised Care solutions

Email: [enquires@aspirepcs.com](mailto:enquires@aspirepcs.com)

Telephone: 0191 383 7430

[Communication and Interaction](#)

[Cognition and Learning](#)

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

[Sensory and/or Physical Needs](#)



## **What provision do William Cassidi Primary School make for children with Special Educational Needs & disabilities? (SEND)**

- At William Cassidi School we have high aspirations and expectations for all of our pupils no matter what their ability.
- All of our lessons are carefully planned in order to meet the needs of all the children in the class, including those with SEND, in order for them to access the learning at their level and make progress.
- Our main priority is to give children quality first teaching, however, some children may need further support in addition to this.
- We offer a wide range of support to help support a child's learning and well-being.
- It will be decided by the class teacher which children need extra support and how often they will receive it.
- The class teacher will discuss this with the SENCO and parents.

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## How does our school plan for transition for children/young people with SEND?

Within school:

- At William Cassidi School we feel that transition between classes is very important.
- In the Summer Term we offer our SEND children extra visits to the new classrooms in order for children to familiarise themselves with their new surroundings.
- New teachers will make sure that they meet and have time interacting with a child with SEND and their Support Assistants.
- Parents can also find out more about their child's new class and teacher by attending our open evening, where they are free to walk around the school and meet staff who will be involved with their child the following year.
- Current teachers will meet with new teachers to share EHC Plans, behaviour Plans or SEND Support Plans and discuss any important information about the child or upcoming assessments which may have been planned.

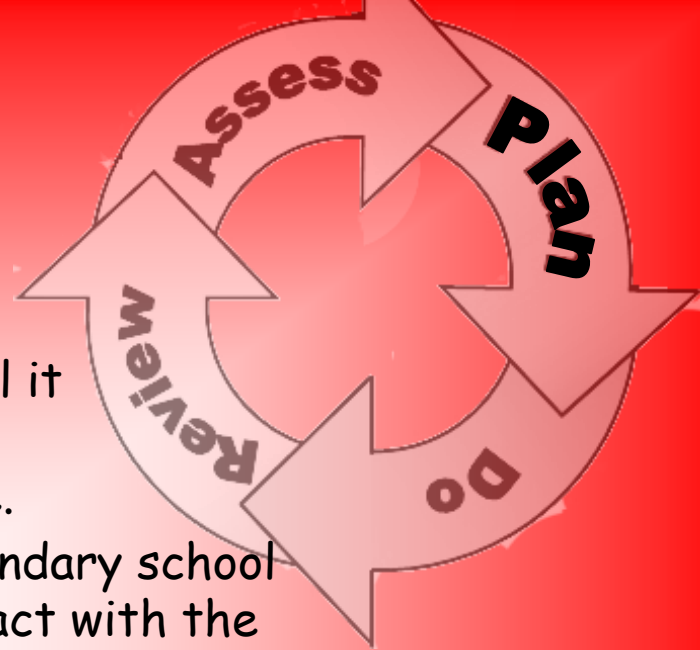


## How does our school plan for transition for children/young people with SEND?

KS2 to KS3:

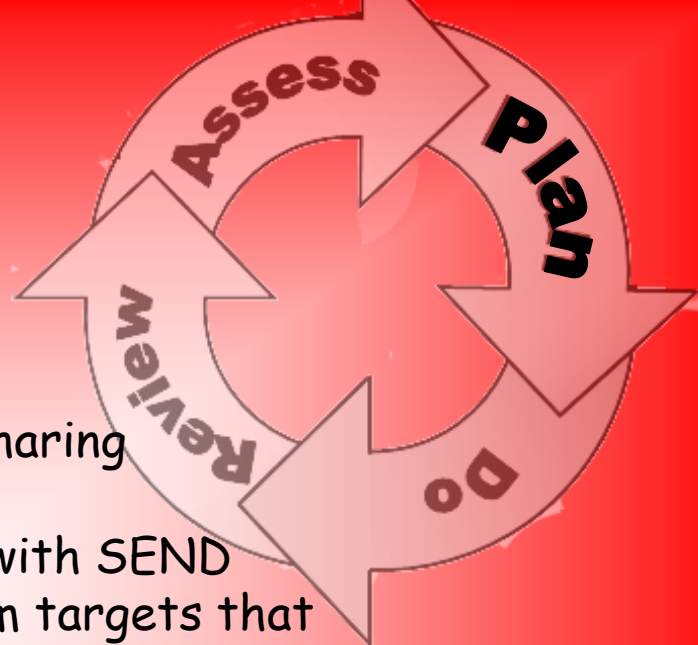
As William Cassidi School is a rural school we feel it is important to have all children involved with as many of our secondary feeder schools as possible.

- Once a decision has been made as to which secondary school your child will attend the SENCO will make contact with the SENCO at the secondary school in order to arrange a range of short transition sessions at the school.
- This may include:
  - A visit by the secondary SENCO to our school to meet parents and children.
  - A short visit after school in order to familiarise parents and children with the layout of the school and it's facilities.
  - A short visit during the working day so that both parents and children can see children at work.
  - A short visit at a busy time (break or lunchtime) in order to see the school at full operation and to assess access.
  - Half day transitions with Support Assistants.



- How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- At William Cassidi we are very rigorous in the sharing of information about children within our care.
- Members of staff who work closely with pupils with SEND are encouraged to contribute towards short term targets that form part of the EHC plan.
- A copy of the child's EHC Plan, Behaviour Plan or SEND Support Plan is always available for new members of staff to read before working with a child with SEND.
- Meetings are held at school by the SENCO for all Teaching Assistants and Support Assistants so that any new or relevant information can be shared. This is also good practise for sharing ideas and strategies from more experienced members of staff.
- All members of staff are encouraged to attend LA CPD in order to up skill themselves and can always ask the SENCO for any advise they may need.





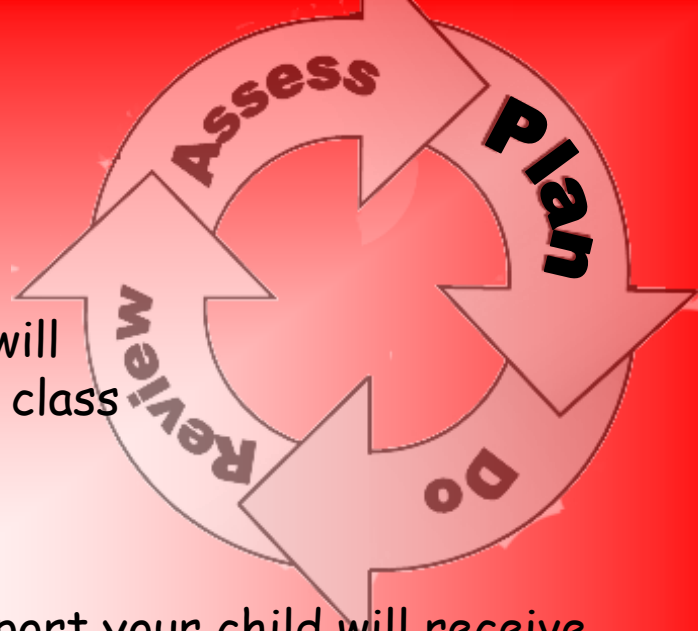
- What role will you play in the additional provision?

Parents/Carers of children on the SEND register will be invited to termly review meetings held with the class teacher and SENCo if needed. At this meeting the teacher will share your child's SEND support plan.

Your child's SEND support plan will outline the support your child will receive in school and how you can best help them at home.

The class teacher may suggest ways of supporting your child's learning through any home/school learning books.

When outside agencies meet with parent/carers and staff they may offer ideas and suggestions of how to support your child at home.



- What additional facilities does William Cassidi Primary School have that supports children/young people?
- All of our lessons are carefully planned in order to meet the needs of all the children in the class, including those with SEND, in order for them to access the learning at their level and make progress
- Within school we have a number of trained Teaching and Support Assistants who are available to deliver specific intervention programmes in addition to quality first teaching.
- We also have access to a wide range of professionals and outside agencies who can be contacted for further support and advise if needed.
- Parents and carers will always be consulted if school feels the need to involve any outside professionals or agencies.
- We have access to:  
Speech and language therapists, Educational Psychologists, Additional resource base schools for specific learning difficulties, communication and interaction and BESD, Social care, Looked after children workers.



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## What access do SEND children at William Cassidi School have to facilities and extra-curricular activities?

The school is accessible to all children and parents/carers with

- Disabled toilets in the main corridor
- Disabled Parking at the front of the school.
- Ramped access to all areas

At William Cassidi School, all children have the opportunity to take part in a wide range of extracurricular activities which enable them to learn new skills, improve excising skills and have the opportunity to mix socially with different children.



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## Are there any specific curriculum adjustments that are made for children/young people with SEND?

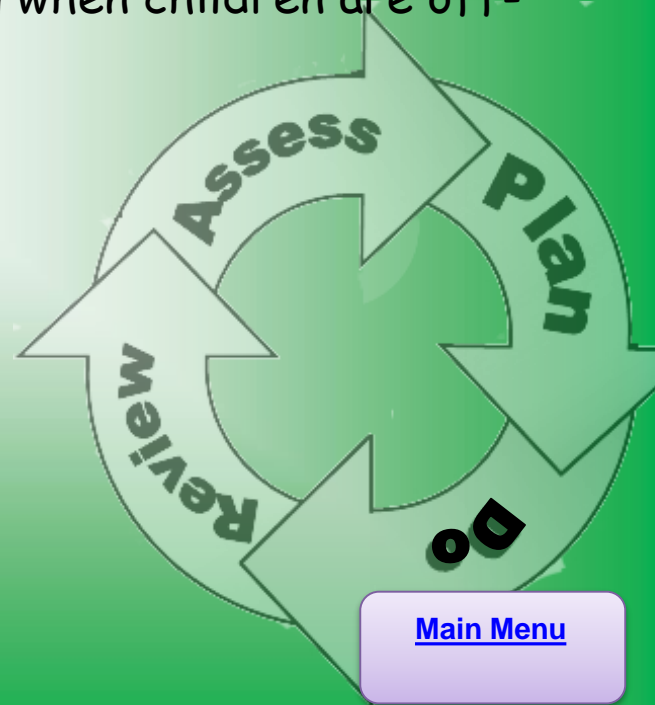
At William Cassidi we have a duty to ensure that any child with SEND are identified, assessed and supported throughout their time in school and that their progress is regularly evaluated and monitored within the classroom. They have full entitlement to all aspects of the National Curriculum and we ensure that we enable these children to progress.

Specific curriculum adjustments are made depending on the need of the child.



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- What adjustments are made to secure access to activities such as trips and visits and enrichment activities ? How can parents/carers contact school to discuss specific adaptations?
- At William Cassidi School all children are included in school visits and enrichment activities. The necessary arrangements are considered by the class teacher in liaison with the SENCO in order for inclusion for all pupils.
- Parental consent for activities is gathered annually and letters to inform parents of activities are always provided to give parents as much information as possible as to what will be happening when children are off-site.
- Medical forms are also updated termly and passed on to the child's current teacher and any other adults within class who may need to know.
- Parents are always encouraged to contact school if they have any concerns about medical conditions or difficulties that they think their child may have during off-site visits.



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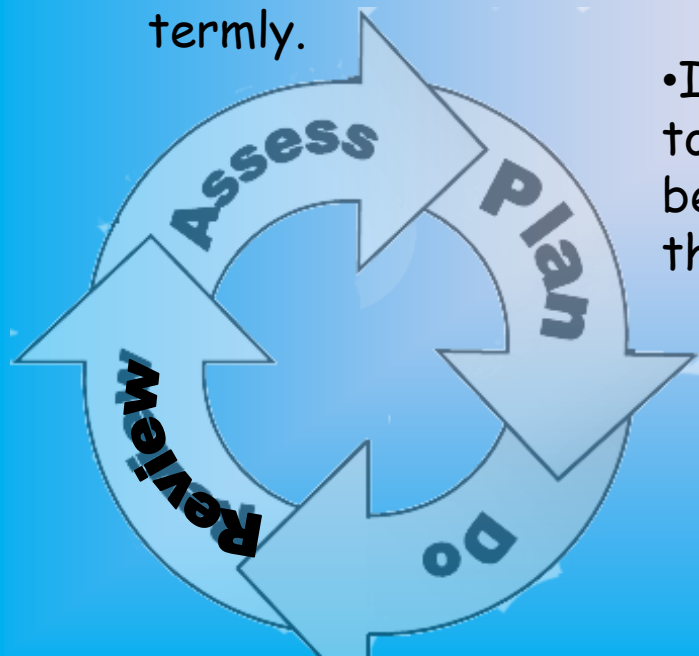
## How often do we review progress of the SEND children/young people?

All children at William Cassidi School are assessed half termly in order to inform future targets and planning.

## How do we involve parents/carers in the review of provision?

- At William Cassidi School we have an open door policy and encourage any parent who would like to know how their child is progressing to come and see the class teacher and discuss provision for their child.
- Parents are also kept informed about their child's progress through Parent Teacher consultations and short reports which are held termly.

•If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

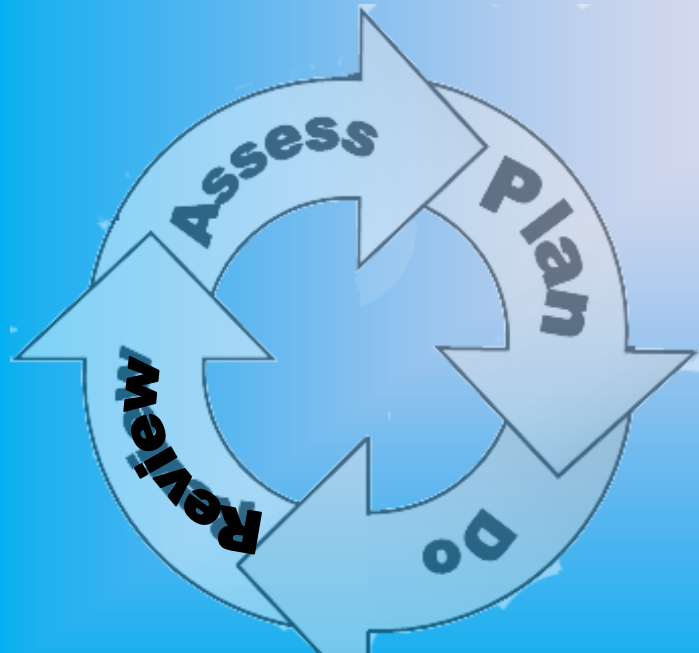


## The role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having SEND.

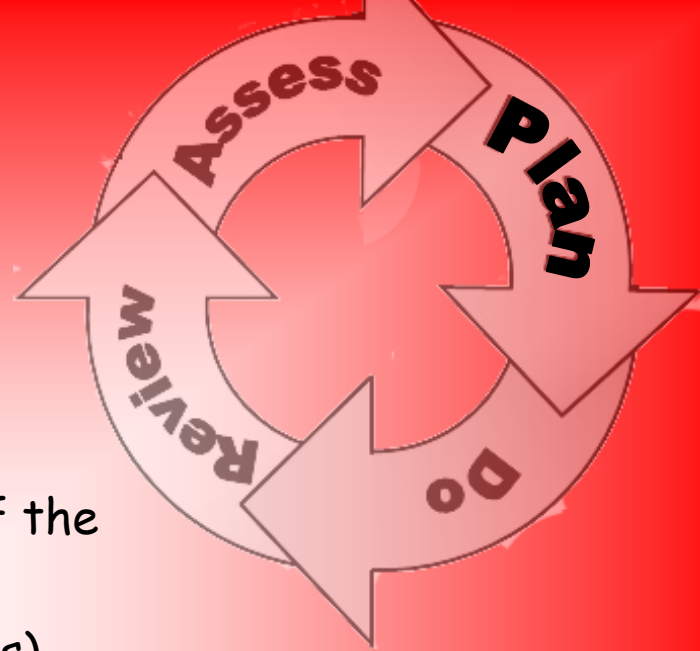
They ask probing questions to ensure that all teachers are aware of the importance of providing for these children and that funding and resources are used effectively.

The Governing body has agreed that children with SEND will be admitted to the school in line with the school's agreed admissions policy.



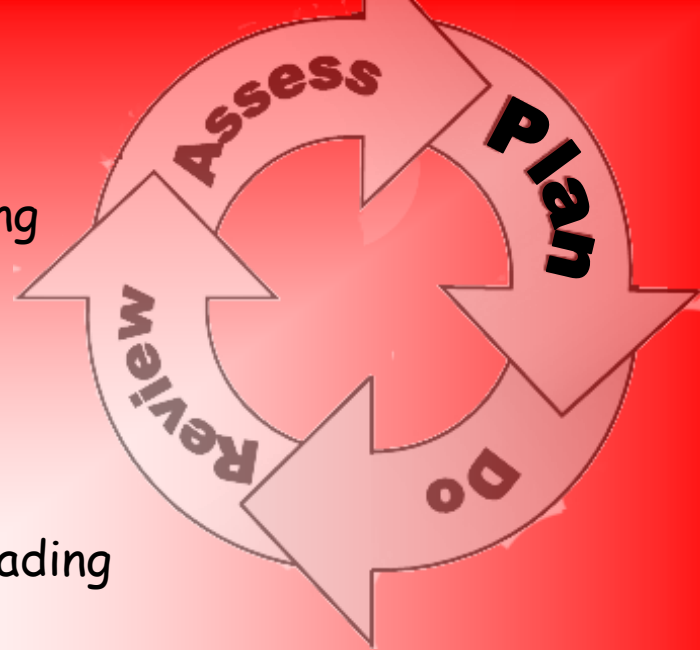
## Communication and Interaction

- Speech and Language Therapy.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness and self care.
- Enhanced access to visual approaches
- Access to low stimulus areas within and outside of the classroom
- Flexible approaches to timetable (Learning Breaks)
- Modifications to lunch and/or break times where needed
- Enhanced access to additional aids
- Access technology (use of classroom computers, laptops/tablets)
- Explicit teaching of generalising skills from one context to another.
- Careful planning of transitions.
- Mentoring and/or buddy system.
- NELI (Reception)
- Access to Social stories with 1:1 or group support.



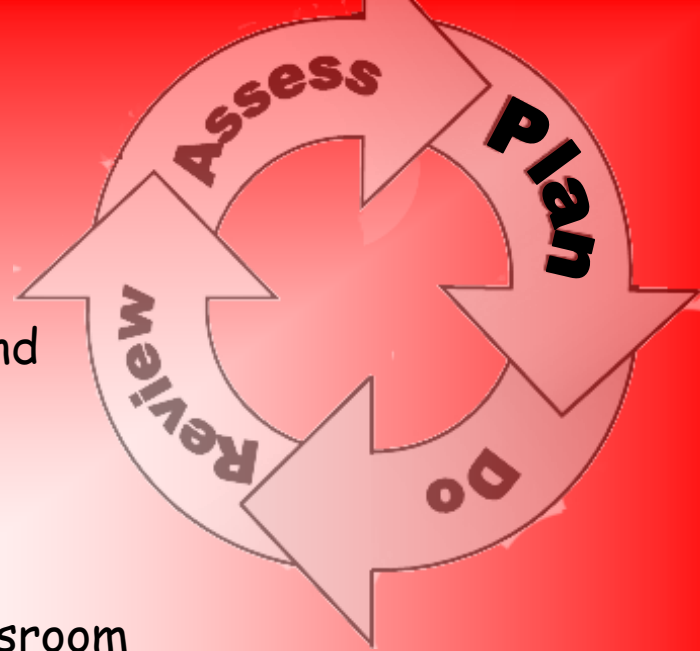
The curriculum will be adapted to meet the learning needs of the child/young person. This could be:

- 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.
- SFA (Success For All) a scheme of work that is grouped by stage not age.
- Catch Up.
- Lexia.
- Totem and Talisman Series.
- Increased access to ICT.
- Flexible groupings across classes.
- Delivery.
- Frequent repetition and reinforcement (precision teaching).





- Specialise Teaching Assistants
- Access to time out/individual work area inside and outside of the classroom
- Mentoring
- Individualised rewards system
- Access to counselling services - Alliance
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop skills through our new PSHCE scheme, 'Jigsaw'
- Access to Social Stories.





## Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher/LSA for the hearing/visual impaired.
- 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.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.
- Adaptations to support sensory and or Physical needs are included on EHC Plans and also on individual teachers planning.
- Any additional aids can be arranged by discussing with teacher in liaison with the SENCO.

