



**Ingleby Mill Primary**  
**Special Educational Needs and Disability**  
**Support/Local Offer for Parents and Carers**

**From a Parent and Carer's point of view, what does Ingleby Mill School offer your child with special educational needs/disabilities?**

**Identification of needs**

- a) How do we identify children with special educational needs?
- b) How do we involve parents in planning for those needs?
- c) Which types of special educational need do we cater for?

Information is gathered by the class teacher regularly throughout the year. Children working below age related expectations and those not meeting targets are monitored closely by the class teacher and SENDCo. Data from formative and summative assessments are also closely monitored by the Senior Leadership Team.

Where appropriate, after consultation with parents, a child with additional special needs will be placed on the school's SEN register, this is known as SEND Support. Your child will have an individual SEND support plan (SSP) which will be reviewed at least three times a year.

In some cases, children require an Educational Health Care Plan (EHCP), this plan is for children and young people aged up to 25 who need more support than is available through a SSP. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. This plan must be agreed by the Local Authority, more information in regard to this can be found on their website at <https://www.stockton.gov.uk/SEND> Children who are on an EHC plan would usually have multiple agencies working with them. Review meetings for students with Education and Health Care Plans (EHCPs) take place annually.

The Department for Education recommends a cycle of Assess, Plan, Do and Review in relation to meeting the needs of children with SEND, we use this cycle at Ingleby Mill Primary.

Special educational needs are also categorised into four areas these are;

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional, Mental Health needs
- Sensory and/or physical needs

## Support

- a) Who at Ingleby Mill Primary School will support my child and how will this be monitored and evaluated?
- b) How are the decisions made about the type and amount of provision a child will need?

The first point of contact is the class teacher who has the overall responsibility for the welfare of the children in his/her class. They are supported in this role by the school leadership team, which includes the school SENDCo and health and social care professionals. Class teachers are supported in the classroom by teaching assistants, in some cases teaching assistants provide additional support to individuals or groups of children.

Intervention groups and individual support is mapped across the school and appropriate resources are used. The SENDCo is responsible for mapping the provision of support with the School Leadership Team.

Decisions are based on quality evidence the school has collected: both data evidence and from talking to everyone involved in teaching a student; decisions will also be based on the advice from any other professionals who have been working with or assessing a student. The amount of provision is decided in line with the needs of the student; discussions with pupils and parents are carried out to understand and priorities needs.

## Curriculum

- How will the curriculum be matched to the needs of the young person?
- What is the approach of the school to differentiation?

Overall curriculum structure is directed by the government through the National Curriculum: all students have an entitlement to study a full, broad and balanced curriculum. Differentiation is the responsibility of all teachers. Informed by the data and information on each student, teachers plan for and deliver using different styles of teaching and meeting individual needs through a range of strategies, such as different learning styles. Quality first teaching ensures that children are set targets that are stretching and attainable. Where year group objectives are not suitable for an individual, a more personalised curriculum becomes factored into class and can be supported by the class teacher or teaching assistant.

## Accessibility

- How accessible is Ingleby Mill Primary School's environment?

*Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities?*

Visitors with a disabled badge are permitted to use our school car park. There is accessible parking at the front of school and all visitors are able to access the main reception. There is an accessible toilet in school, which has an electric changing table. All of our school can be accessed by wheelchair users. Hearing and visual aids are available when required.

## Parental Involvement

- How will parents/carers know how the child is doing and how will the school support the young person's learning?

In addition to parent/carer consultation evenings and end of year reports school communicate with parents in a number of ways.

Teachers will email, telephone or have face to face contact with parents to discuss their child. Teachers and teaching assistants also use Marvellous Me, a communication app that allows messages and updates to be sent to parents/carers.

Parents are encouraged to support their child's learning at home. Homework is provided and literacy and numeracy computer programmes are accessible to pupils at home.

Parents are invited to meet with the class teacher (and SENDCo if invited) to discuss, review and give an input in their child's SEN Support Plan, progress or any other areas of concern formally three times a year. An open-door policy does apply throughout the school year and SENDCo can be contacted via email at [kay.coverdale@inglebymill.org.uk](mailto:kay.coverdale@inglebymill.org.uk)

Parents of children with an EHCP are invited to an annual meeting to review their child's EHCP and contribute to their child's target setting.

## Overall Well Being

- What support will there be for the young person's well-being?

School has access to services such as an educational psychologist, ABC Play therapy and CAMHS (Children and Adolescent Mental Health Service – part of the NHS).

We run our own well-being intervention called BU – this looks at emotions, dealing with big emotions, friendship, communication, self-image and positive mental health. Ingleby Mill also has a Thrive practitioner who can work with children on a 1:1 basis or in small groups, depending on emotional need.

Our Personal, social, health and economic education curriculum also looks at many areas of well-being and uses the 'Action for Happiness' ten keys to happier living model.

An attendance officer monitors attendance and addresses any concerns or issues with parents.

School can make referrals to the school nurse who can offer advice on a number of subjects including incontinence and sleep issues.

Medical information is collected from parents on entry to school and updated annually. Any prescribed medication is stored appropriately and administered when needed during the school day.

Inhalers/Epipens are kept in classrooms so they can be administered immediately, if required. If a child uses their inhaler a note is made on their medical log. There are emergency inhalers, these are kept within a secure cabinet in the school office.

Parents/carers are asked to keep school updated with their child's medical needs and medication needs. Should a child require medication within the school day, a form is completed and signed and medication is administered as required.

## Specialist Services

- [What specialist services and expertise are available at or are accessed by Ingleby Mill Primary School?](#)

School has access to the following services:

- Speech therapy
- Occupational therapy
- Educational psychologist
- Hearing impaired service
- Visual impaired service
- School Nurse
- Asthma, diabetic and epileptic nurse
- CAHMS
- Social Care & Outreach
- Forget-me-nots- bereavement support
- Attendance and Welfare service

- ABC Play Therapy

## **Staff Training**

- What training have the staff supporting children with SEND had or are having?

There is an ongoing programme of continuous professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning.

Staff have a range of specialist qualifications either in a curriculum subject area such as art or in an area of special educational needs e.g. autism.

Staff are encouraged to attend training sessions in areas of relevance to their current year group or professional need.

Staff also meet with the SENDCo to discuss the needs of individual children.

The SENDCo holds a PGCE in Special Educational Needs.

All staff have completed safeguarding (Keeping Children Safe in Education) training.

SENDCo updates staff on current and new issues relating to SEND.

## **Activities outside of school**

- How will the child be included in activities outside of the classroom including school trips?

Our school is committed to providing all pupils and students with equal access to an enriched and extended curriculum.

When possible, staff will make visits to sites prior to a trip to ensure that it is accessible to children with a physical disability and appropriate for those with an academic difficulty. If required, school staff will liaise with staff from the site to be visited and decisions will be made based on the safety of the individual.

Residential visits are organised well in advance so that all pupils have an opportunity to take part; programmes can be amended to suit the needs of classes or individuals whilst maintaining the safety of the individual pupil.

Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences. Staff at such sites will be made aware of medical, academic or physical needs of a pupil when appropriate.

A variety of after school clubs cater for a range of interests and abilities and children with additional needs are welcome to attend any of the clubs on offer.

## Transition

- How will Ingleby Mill Primary School prepare and support the child to join their new school and how will they support the transition to the next stage of education and life?

Parents are invited to look around the school and to attend a 'new to school' meeting so we can introduce the team of people who will be working with their child and gather key information.

Children joining our school in the middle of an academic year do so by arrangement with the school Business Manager – Mrs Measor.

On transition to a new setting, all SEND information will be passed on. Where possible, the SENDCo will meet with the SENDCo/key member of staff at new school to relay important information. If settling in periods or visits are possible prior to the child starting at Ingleby Mill Primary, we will endeavour to arrange this. Arrangements will be made for those children who are considered to be vulnerable learners, extremely anxious about moving to secondary or in need of some extra time to adjust, to have extra transition sessions prior to the whole school days.

## SEND Resources and additional provision

- How are resources allocated and matched to the young person's special educational needs?
- What additional provision is available to my child?

Specialist equipment, resources etc. are purchased based on professional recommendations and the needs of the children.

Other additional provision may include:

- Small group provision with teacher or teaching assistant
- Flexible groupings according to need
- Tailored interventions on a 1:1 or small group basis to develop speaking & listening, reading, spelling, writing, number or social & emotional skills
- Extra lessons in a specific area of difficulty e.g. reading, spelling, maths, handwriting, motor skills
- Additional access to specific computer programs: Doodle, Nessy Fingers, Word Shark
- Daily readers
- Daily phonics

- Thrive
- BU social and emotional well-being intervention
- Peer support (Y6 – Y2)
- ICT provision e.g. tablets and laptops
- Specialist OT resources: writing slopes/seating wedges/peanut balls/wobble board/spring loaded scissors/ pens/pencil grips/wobble cushions
- Individual work stations, visual timetables
- Social stories
- Beat dyslexia intervention
- Phonic reading scheme for late readers
- Weighted blankets, lap pets
- Social games
- Nesy- dyslexia screening tool
- Sensory areas known as The Castle and the Sensory Room – resources such as light tubes, balance balls, glitter tubes, dark den, emotion cushions, quiet space, relaxing music
- Extended transition activities including planning meetings with parents, photo passports, additional visits to new classes/school

## Further information

For any further information, please contact the school

**SENDCo; Mrs Kay Coverdale - [kay.coverdale@inglebymill.org.uk](mailto:kay.coverdale@inglebymill.org.uk)**

**SEND Link Governor; Mrs H Nixon**

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