

## **SEND Information Report**

Welcome to our SEND information report which is part of the local offer for students with special education needs or disabilities (SEND). All schools have a legal duty to publish information on their website about the implementation of the SEND policy.

At Ayresome Primary School we value all members of our school community. Our offer has been produced with students, parents and carers, representatives of the academy council and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Special Educational Needs and Disability Coordinator (SENDCo) – **Mrs Barker**  
Deputy Headteacher - Inclusion – **Mrs Goring**

### **Our approach to teaching students with SEND**

At Ayresome Primary School, we ensure that all students in our school are valued by having equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities.

- We have effective management systems and procedures for SEND, as outlined in the SEND Code of Practice (2014).
- We have successful communication across school, between teachers, children, parents and with outside agencies.
- We acknowledge and draw upon parents' knowledge and expertise of their child.
- Children are encouraged to take an active role within the development of their SEN support plans and the review cycle.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is high quality, through regular training, involving specialists from across the authority.
- We have an effective review cycle that allows us to monitor, review and plan the next steps of development.
- We ensure that consideration of SEND is promoted across the curriculum and reflected in all aspects of teaching and learning both inside and outside of the classroom.

### **Ayresome Primary SEND statistics**

As of September 2023, we have 681 students on roll. 19.9% of those children have been identified as having SEND. This is well above the national average of 12.2% and 1.17% of those identified as SEND have been issued with an EHCP, which is well below the national average of 4%.

The school profile:

- 30.8% are identified with Cognition and Learning as their primary area of need.

- 46.3% are identified with Communication and Interaction as their primary area of need.
- 20.5% are identified with Social Emotional and Mental Health as their primary area of need.
- 2.4% are identified with Sensory and/or Physical needs as their primary area of need.

These four broad areas give an overview of the range of needs that we plan and provide for. Individual students often have needs in more than one area, hence the figures above. Due to mobility these numbers can fluctuate significantly throughout the year.

### **Identifying the Special Educational Needs of students**

At different times in their school life, a child or young person may be identified as having a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has significantly greater difficulty in learning than the majority of the others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind, generally provided for others of the same age in mainstream schools.”
- c) Where a student’s progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the student has SEND. Information will be gathered, including seeking the views of parents/carers and the student, as well as from teachers, support staff and assessments.

Progress and attainment of all students is closely monitored at Ayresome Primary School, including those who have or may have SEND. The continuous monitoring of students will help to identify any additional needs. If your child needs to be assessed, we will use a range of assessments depending on the area of need. Parents will be consulted at the point of referral.

If a learner is identified as having SEND, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised, classroom teaching (quality first teaching) intended to overcome the barrier to their learning.

When providing support that is additional to, or different from, quality first teaching, we engage in a four-stage graduated response: Assess, Plan, Do and Review.

**Assess** - this involves taking into consideration all the information from discussions with parents or carers, the young person, class teachers and assessments.

**Plan** - this stage identifies the barriers to learning, intended outcomes, and details of what additional support will be provided to help overcome the barriers.

**Do** - providing the support and extra assistance for learning and/or aids set out in the plan.

**Review** - measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved: the learner, their parent or carer, teacher and SENDCo, contributes to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention' will be tailored to meet the child's needs and will target the area of difficulty. This support will be provided in class or in another area of the school, on a 1:1 basis or part of a small group. These interventions will be run by teachers and teaching assistants, with progress and impact monitored regularly.

The majority of students with SEND will have their needs met in this way, some may require an assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

### **Working with Outside Agencies**

At Ayresome Primary School we work closely with the following outside agencies to ensure the best support for our students:

- Child and Adolescent Mental Health Service (CAMHS).
- Educational Psychology Service.
- Speech and Language therapy Service.
- Occupational Therapy
- Early Years and Primary Inclusion Team.
- Local Secondary schools.
- Alternative Provisions and Specialist Providers.
- STARS Sensory Service
- Ethnic Minority Achievement Team (EMAT).

### **Student Wellbeing**

All children are supported by the school's Inclusion team. We are fortunate to have developed our response to the growing SEMH needs of our students by employing a full-time, fully qualified school counsellor. If there are concerns with a student's social or emotional wellbeing then the Inclusion Team will work closely together with the school counsellor to identify and intervene in the case of specific social, emotional, and mental health needs and/or

learning difficulties. This intervention may include small group social skills activities, or 1:1 social skills/emotional support sessions.

### **Preparing for the Next Steps**

Transition is a part of life for all students, whether that involves moving to a new class or to a new school. We understand how important a successful transition is to our students with additional needs.

There are key transition points across your child's school journey:

- Nursery to Reception,
- Reception to Year 1
- Year 2 to Year 3
- Year 6 to Year 7

We provide detailed response to transition, including enhanced visits and pupil voice. The period of transition depends on the individual needs of the student. We work closely with the secondary schools our children will attend, to ensure needs will be met.

We are keen to involve parents/carers as much as possible in their child's transition to secondary school. We invite parents during the summer term of year six, to discuss this transition.

With high aspirations, and the right support the vast majority of students go on to achieve successfully at secondary school and beyond. At Ayresome Primary School we work with students and parents to help students realise their ambitions.

### **Accessibility for Disabled Students**

Ayresome Primary School is committed to providing an environment that enables full curriculum access which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in line with the Equality Act 2010 with regard to a disability and to developing a culture of inclusion, support, and awareness within the school.

Ayresome Primary School provides help to disabled students to access the school building in the following ways:

- The main hall is on the ground floor and is accessible to all.
- The school has ensured that there are sufficient washroom facilities.
- The school will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, and colour schemes.

- The school has internal emergency signage and escape routes are clearly marked. In the event of an emergency evacuation there are refuge areas for persons with reduced mobility.
- Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis and students will have a Personal Emergency Evacuation Plan.
- On-site car parking for staff and visitors includes dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby, and the reception area is fully accessible to wheelchair users. There are a number of adult disabled toilet facilities available. All these are fitted with a handrail and a pull cord.

### **Advice and support from Ayresome Primary School**

SENDCo – **Alex Barker** - office@ayresome.adastraschools.org

Deputy Headteacher – **Amy Goring** - office@ayresome.adastraschools.org

If you have any concerns regarding your child's progress or well-being, then please speak to your child's teacher, to discuss your concerns in the first instance.

### **Handling of complaints related to SEND Provision**

The official complaints procedure is available from the school website or from the Executive head teacher. Any complaint will be thoroughly investigated by the SENDCo and the Head teacher.

### **Advice and support from outside Ayresome Primary School**

Parents/carers can contact:

The Middlesbrough Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service offers free, confidential, and impartial information, guidance, advice, and support.

It is available to all children, young people and parents and carers of children and young people who:

- have a special educational need (SEN) or disability
- are aged 0 to 25 years old
- live in the Middlesbrough Area

**Telephone** - 01642 310 806

**E-mail:** [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

**Website:** [SENDIASS - Information, Advice and Support Service \(Barnardo's\) | Middlesbrough](#)

### **Local Authority Provision**

The local authority provides a single point for information to help families access details about services available to them and offer guidance in multiple areas. Middlesbrough Local Authority has published the details of their local offer on the following website: [Local Offer | Middlesbrough Council](#)

### **Ayresome Primary School SEND Attainment 2022 - 2023**

There were 21 children in year 6 with SEND needs. (24% of cohort)

#### **Pupil Characteristics Analysis**

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard	SCHOOL 2023						TSDC Avg.
	No. of Pupils	GPS* TEST	Reading TEST	Writing TA	Maths TEST	RWM**	RWM**
ALL	83	47.0%	41.0%	57.8%	61.4%	36.1%	62%
Boys	50	46.0%	40.0%	52.0%	68.0%	38.0%	60%
Girls	33	48.5%	42.4%	66.7%	51.5%	33.3%	64%
Disadvantage	62	43.5%	40.3%	58.1%	58.1%	35.5%	49%
Other	21	57.1%	42.9%	57.1%	71.4%	38.1%	70%
SEN	21	23.8%	19.0%	38.1%	38.1%	14.3%	22%
No SEN	62	54.8%	48.4%	64.5%	69.4%	43.5%	73%
EAL	62	41.9%	35.5%	54.8%	56.5%	29.0%	56%
Non EAL	21	61.9%	57.1%	66.7%	76.2%	57.1%	63%

\* GPS - Grammar, punctuation and spelling

\*\* RWM - Reading, Writing TA and Maths combined

### **Additional Information**

Each of the following can be accessed through Ayresome Primary School's website:

[Ayresome Primary School \(adastraschools.org\)](http://adastraschools.org)

- Supporting Students in School with Medical Conditions Policy
- Administering Medications Policy
- Admissions Policy
- Accessibility Plan
- Link to the Local Offer
- Complaints Procedure