



# **Ayresome Primary School**

## **SEND Information Report 2025 – 2026**



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

**September 2025 Information**

Ayresome Primary currently has 669 children on roll.

There are currently 138 children on SEND register with a range of needs from universal to specialist. (20.6%)

105 children (76.09%) have needs that can be accommodated through quality first teaching and specific adaptations in class (Band 3 SEN Support)

21 children (15.22%) have needs that require more personalised strategies, specific targeted interventions, Quality First Teaching and bespoke support planned by Class Teacher. (Band 4 – Higher Needs)

12 children (8.7%) have a significant and complex need that requires support significantly over and above in class provision. (Band 5 EHCP)



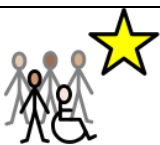
**Meet our SENDCO**



The SENDCO is Mrs Barker.

Mrs Barker has worked at Ayresome Primary School for 12 years, having previously worked in schools across Middlesbrough and Stockton and has taught from Nursery up to and including Year 6, becoming SENDCO 8 years ago.

Mrs Barker can be contacted on the school's number: 01642 244961 or the office email: [office@ayresome.adastraschools.org](mailto:office@ayresome.adastraschools.org).

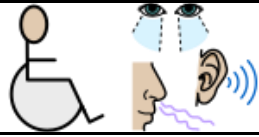


**Special Educational Needs**

At Ayresome Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	<p>Cognition and Learning</p>
	<p>Communication and Interaction</p>
	<p>Social, Emotional and Mental Health</p>



## Sensory and Physical



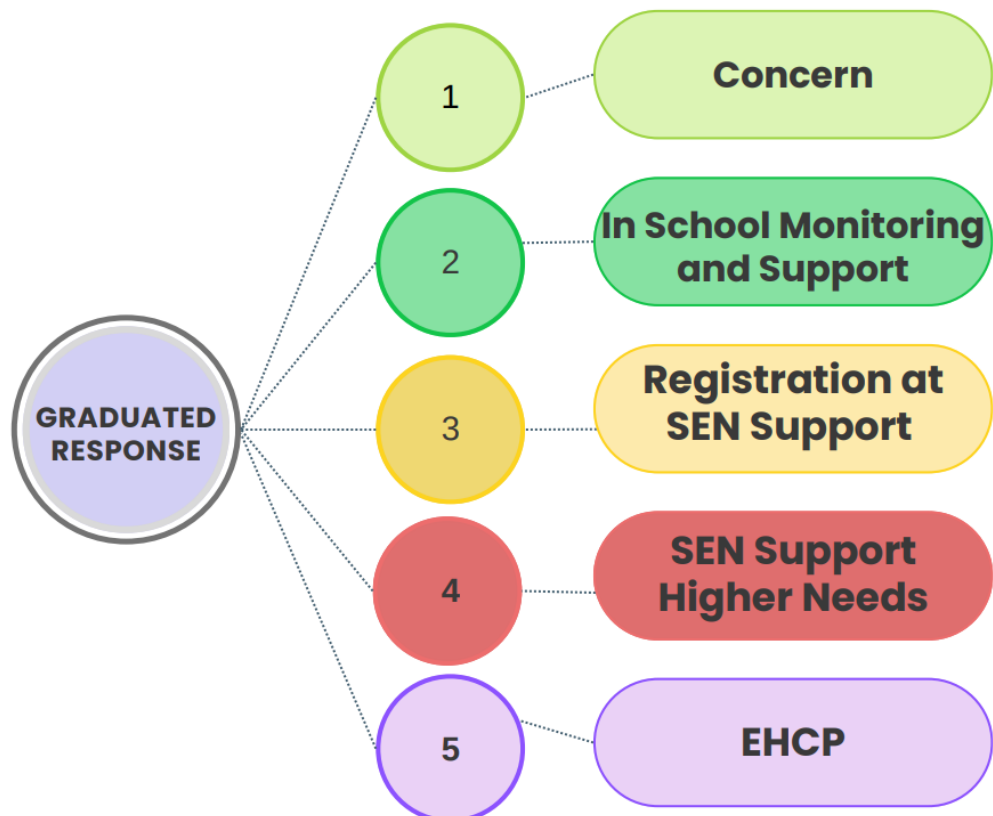
### Identifying and Assessing Need

#### What is a Graduated Approach?

The majority of children and young people with special educational needs and/or a disability will have their needs met within local mainstream schools within the resources normally available to them. Schools within Ad Astra Academy Trust ensure they are using their 'best endeavours' to secure special educational provision for all children or young people for whom they are responsible. This means all schools doing everything that could reasonably be expected to meet the special educational needs of learners. The graduated approach to supporting SEND Needs is a continuous cycle, of assess, plan, do and review. Provision starts with high-quality teaching and classroom adjustments (or Ordinarily Available Provision) before moving to more specific interventions. A special educational need can be identified at any stage of a child's learning journey; however, research tells us that early identification is vital.

#### What is Ordinarily Available Provision?

Ad Astra Academy Trust use the term 'Ordinarily Available Provision' (OAP) to describe what pupils can typically expect to access in mainstream schools to support their special educational needs/disabilities (SEND). This includes pupils presenting with indicators of SEND and/or with assessed and evidenced SEND, in our Graduated Response this is pupils who fall in Band 1,2 and 3. Following the 'Ordinarily Available Inclusive Principles' will support all pupils. Further adaptations and interventions can then be made to support specific identified needs.



Ayresome Primary School follow a graduated response when identifying and supporting pupils who may have additional needs. We work collaboratively with a range of professionals, and we actively encourage parents to speak to us about their

child's needs. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having Special Educational Needs.

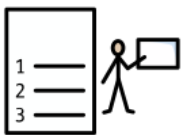
Some children will be monitored using PIVATS, this allows the children who are working at below key stage standards, to have small step targets set in lessons to allow them to achieve and begin to work independently.



### Our approach to teaching children with SEND

We are an inclusive school and endeavour to remove barriers to learning, progress and social inclusion. We create environments that ensure that all learners feel a strong sense of belonging. Reasonable adjustments are made so that learners can be fully included in all aspects of school life

Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.

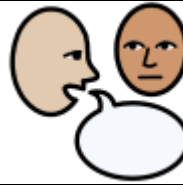


### Curriculum adaptations

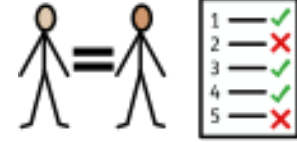
<p>Explicit instruction</p>	<p>Metacognitive Strategies</p>	<p>Explicit teaching of emotional regulation</p>
<p>Flexible Grouping</p>	<p>Pre/Post Teaching</p>	<p>Scaffolding (supporting pupils to access the tasks)</p>
<p>Visual timetables</p>	<p>Task boards</p>	<p>Peer mentoring</p>



Assistive technology



Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour recognised



Sensory/adaptive Equipment



Timers



Explicit instruction



### Interventions

When appropriate, staff are deployed to give children additional support inside or outside of classrooms, as part of a small group or on an individual basis.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

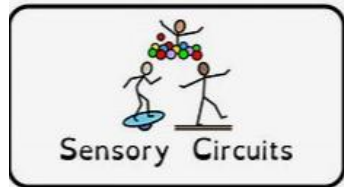
Some pupils access specific adaptations linked to their areas of need; these will be detailed in the provision on their SEN Support Plan. These may be based on the advice of outside agencies involved with a pupil or based on the teaching staff's knowledge and understanding of a pupil.



**ELSA**  
(Emotional Literacy Support Assistant)

**Speech and Language Practitioner – Let's Talk**

**Counselling**



**Sensory Circuits and/ or Individual Sensory Diet**

**SEMH sports sessions**

**Curriculum Intervention Groups -Reading fluency/Maths/Phonics**

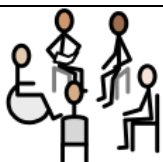


**Parent Consultations**

At Ayresome Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold stay and play sessions across EYFS as well as consultation sessions every term. For children who have an Education, Health and Care Plan, you will be invited into school to discuss your child's progress and to review their EHCP.

We also create regular Facebook Live sessions where questions can be answered and information shared.



**Child Consultations**

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.



The SEND provision is a regularly discussed in SLT meetings and team meetings. This allows staff opportunities to reflect on what is working well and discussing next steps.

The SENDCo is allocated a staff meeting each term, with additional opportunities to respond to needs arising and provide additional professional development

## Evaluating Provision

opportunities as needs arise.

Class Teachers, in conjunction with parents, pupil and support staff will review pupil's individual progress towards their goals at regular intervals, as a minimum every term.

Class Teachers establish pupil's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Pupils are involved in evaluating their provision and are asked if they feel the adjustment or intervention is helpful and makes a difference.

The SENDCO regularly monitors pupil provision linked to SEND Plans.

Class Teachers regularly use tracking tools to measure progress of all pupils and for some pupils who require even smaller steps – PIVATS is used to assess progress and identify next steps.

Class Teachers will hold termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

The SENDCo, in conjunction with wider staff and outside agencies will hold annual reviews for children with Education Health Care Plans.



## Staff Training









At Ayresome Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The Senior Leadership Team (SLT) plan innovative whole school training which aims to prepare staff for a range of needs and respond to needs arising, to ensure all staff understand the range of needs and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Speech and Language Therapy	De-escalation & Positive Handling	Emotion Coaching	Bucket time (Attention Autism)
			
Autism Awareness	Attachment and Trauma	Phonics	Sensory needs



## Transition Support

### In to Nursery

Regular 'Stay and Play' sessions support transition into Nursery. The Areas of Learning are shared with parents/carers and their views on their child's development are collected. At this point, concerns regarding SEND needs or outside agency involvement would be shared and additional meetings or visits may be planned.

### Nursery into Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and further meetings can be arranged with the SENCO if required.

In the Summer Term, Nursery pupils will transition to Reception for an afternoon session and pupils spend time in the Reception playground space. Nursery pupils who are anxious or require additional time to familiarise themselves with the surroundings or staff will access an individual plan. Pupils joining from other settings will also be invited into Reception transition afternoons.

Transition into each successive year-group, is supported by teacher meetings, information hand over and taster sessions in each new class.

### End of Year transition

When children move up a year, we hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

For some pupils, we provide transition sheets or booklets which include photos of the teacher, TA and classroom environment.

Class teachers meet with each other during the summer term to discuss the needs of the children and share SEND Support Plans.

### **Secondary Transition**

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

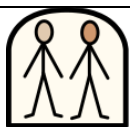
Information sharing begins after places are confirmed. All pupils access transition visits to their new schools in July.

Some pupils access an enhanced transition package which includes additional visits to their secondary provision at different times, these are personalised, depending on the pupil's needs.

### **Mid-Year new starters**

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

The SENDCo will also speak to the pupil's previous setting to access information and SEND records that maybe held.



### **Outside Agencies**

We work with the following agencies to provide support for children with SEND:

Speech and Language Therapy (SALT)  
Visual and Hearing impairment team (STARS)  
Educational Psychology Service  
Occupational Therapy Service (NHS and Future Steps)  
Physiotherapy Service  
Middlesbrough Council SEND Team  
Early Help  
Virtual School  
Middlesbrough's Ethnic Minority Achievement Team (EMAT)

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



### **Clubs and Trips**

All our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our visits, including residentials.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. School Parliament, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability. School visits may be adapted to meet the needs of the pupil and individual risk assessments may be necessary to ensure all pupils and staff are safe.



### Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Head Teacher for your child:

EYFS and Key Stage 1 Assistant Head Teacher – Mrs Becki Le.

Key Stage 2 Assistant Head Teacher – Mrs Jade Price.

If they cannot solve your issue, then an appointment can be made to speak to the Headteacher, Mrs Haylock.

If you are not happy with the response, then you may contact the governors through the school office.



### Middlesbrough Local Offer

The Middlesbrough Local Authority Local Offer can be found at

[SEND Local Offer | Middlesbrough](#)

<b>SEND Team at the Local Authority (Single Point of Contact)</b>	01642 201831
<b>Early Help – SMART Team</b>	01642 726004 <a href="mailto:MiddlesbroughMACH@middlesbrough.gov.uk">MiddlesbroughMACH@middlesbrough.gov.uk</a>
<b>Daisy Chain – Family Support Service</b>	01642 531248 <a href="mailto:Family.support@daisychainproject.co.uk">Family.support@daisychainproject.co.uk</a>
<b>Speech and Language Service</b>	01642 944488 <a href="mailto:tvccg.speechtherapy@nhs.net">tvccg.speechtherapy@nhs.net</a>
<b>SEND Information Advice Support Service</b>	01642 527158 <a href="mailto:SENDIASS@stockton.gov.uk">SENDIASS@stockton.gov.uk</a>