



WEST PARK ACADEMY PRIMARY SCHOOL



SEND INFORMATION REPORT
For Parents and Carers

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

Our SEND Mission... *what do we want to be remembered for?*

The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every

day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.

PARENT CHARTER

Our promise to parents of children with SEND in Lingfield Trust

As a parent and/or carer in our trust, we pledge to try our best to make sure that you experience us as:

P	Positive: We will focus on the can dos and offer solutions.
A	Approachable: We will make it easy for you to talk to us.
R	Reliable: We will give you the most up to date advice and guidance.
T	Transparent: We will always be open and honest.
N	Non-judgemental: We will not make assumptions, judgements or criticisms.
E	Empathetic: We will always see things from your child's point of view.
R	Resourceful: We will use the assets that we have to best support our children.
S	Supportive: We will be there to give help, assistance and encouragement.

Lingfield
Education Trust 

What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENCO', who is it and how do I contact them?

A SENDCO (Special Educational Needs and Disabilities Co-Ordinator) is a qualified teacher who has the responsibility for ensuring children with special educational needs or disabilities (SEND) receive the support they need in school. The SENDCO will work closely with teachers, parents and other professionals to identify children who require additional help and support in order for them

to progress and succeed. The SENDCO will help put support plans in place, monitor progress and review strategies and support processes to ensure the needs of all children with SEND are being met appropriately.

The SENDCO at West Park Academy Primary School is Mrs Nelson. You can contact them via the school email address – anelson@westpark.lingfieldtrust.org.uk or call the school office on 01325 380792.

Key contacts for our school are:

<i>Head teacher</i>	<i>Mrs Hirst</i>
<i>Designated safeguarding leads</i>	<i>Mrs Hirst, Miss Parker, Mrs Woodcock, Mrs Thorp</i>
<i>Inclusion Lead and SENCO</i>	<i>Mrs Nelson</i>
<i>Lead Practitioner for Specialist Support</i>	<i>Mr Eeles</i>
<i>Emotional Literacy Wellbeing Coordinator</i>	<i>Mrs Whitfield</i>
<i>Designated Person for looked after children</i>	<i>Mrs Dixon</i>
<i>Mental Health lead/ Pastoral Lead</i>	<i>Mrs Whitfield and Mrs Nelson</i>

Contact details:

West Park Academy Primary School
Alderman Leach Drive
Darlington
DL2 2JU
Tel: 01325 380792
Email: admin@westpark.lingfieldtrust.org.uk

What kinds of SEN are provided for at our school?

West Park Academy follows a shared, inclusive approach to supporting pupils with Special Educational Needs and Disabilities (SEND), with guidance from the local authority and Lingfield trust. The aim is to meet children's needs within mainstream settings wherever possible, making reasonable adjustments to support their learning and development.

Schools follow the SEND Code of Practice, which organises types of SEN into four broad areas of need:

1. Communication and Interaction:
This includes children with speech, language, and communication needs (SLCN), as well as those on the autism spectrum who may struggle with social interaction and understanding verbal and non-verbal communication.

2. **Cognition and Learning:**
This covers children who learn at a slower pace than their peers or have difficulties in specific areas. It includes moderate (MLD), severe (SLD), and profound and multiple learning difficulties (PMLD), as well as specific learning difficulties (SpLD) such as dyslexia, dyscalculia, and dyspraxia.
3. **Social, Emotional and Mental Health (SEMH):**
This includes children who may struggle with emotional regulation or behaviour. Difficulties may include anxiety, depression, eating disorders, ADHD, attachment disorder, or other mental health challenges that impact learning and relationships.
4. **Sensory and/or Physical Needs:**
This includes children with disabilities such as vision or hearing impairment (VI/HI), multi-sensory impairment (MSI), or physical disabilities (PD), who may need specialist support, equipment, or health care plans to access the school environment effectively.

How do we identify children who may have SEND and assess their needs?

At West Park Academy, all children are supported through high-quality teaching (known as Quality First Teaching). This means that most children's special educational needs can be met within the classroom, through well-planned lessons, appropriate resources, and inclusive strategies.

The Graduated Approach

In line with the SEND Code of Practice (2014), we follow the Graduated Approach to support pupils with SEND. This involves a continuous cycle of:

- Assess – identifying a child's needs through observation, discussion, and assessment
- Plan – agreeing on the best way to support the child, with clear outcomes
- Do – putting support in place
- Review – evaluating progress and adapting the support as needed

Early Identification and Intervention

We know that early identification is key to helping children succeed. Sometimes, a child may already have a diagnosis or support in place before they start school. In other cases, school staff may be the first to recognise an emerging need.

To support early identification, we:

- Carry out home visits for all Nursery and Reception pupils
- Attend transition meetings for children with identified SEND
- Put in place any necessary resources, interventions or referrals promptly
- Provide opportunities for parents/carers to discuss their child's strengths and needs

How We Identify SEND

We use a range of strategies to identify pupils who may have SEND:

- Regular discussions with parents and carers (we operate an open-door policy)

- Classroom observations and ongoing assessment by teachers
- Monitoring progress against:
 - Early Learning Goals (in Early Years)
 - Age-related expectations from the National Curriculum
- Use of standardised screening tools (e.g. Pearson dyslexia screening, Speech & Language assessments)
- Teacher assessments and statutory results (Years 1 to 6)
- Support and advice from external professionals and agencies
- Analysis of data at least termly to track pupil progress
- Inclusion Lead and SEN Team observations
- Feedback from transition settings (e.g. nurseries or previous schools)

Ongoing Monitoring and Provision

Once a child has been identified as needing additional support:

- The class teacher, in consultation with the Inclusion Lead, will plan the right support
- A Class Provision Map is created and updated regularly
- Support is tailored to the child's individual needs and learning style
- Progress is monitored through assessments, tracking systems, and regular review meetings

We hold termly SEND review meetings with staff and parents to:

- Discuss your child's progress
- Update support plans
- Set new, achievable targets
- Reflect on provision

Working with External Agencies

If additional support is needed, we may involve specialist professionals to help assess or support your child. These may include:

- Speech and Language Therapists
- Educational Psychologists
- CAMHS, school nurse, or GPs
- Cognition and Learning Team
- Low Incidence Needs Team
- Social Communication Outreach Service
- Family Help Team

Any referrals are always discussed with parents first.

Education, Health and Care Plans (EHCPs)

A small number of children with more complex needs may require an Education, Health and Care Plan (EHCP). This legal document outlines the specific support needed across education, health, and care services.

Working in Partnership with Parents

We recognise that parents and carers are often the first to notice if something isn't quite right, and we encourage you to talk to us if you have any concerns. Together, we can ensure your child gets the right support at the right time.

Please contact your child's class teacher or our Inclusion Lead if you would like to discuss anything further.

How do we consult with parents of children with SEN and involve them in their child's education?

We are committed to working closely with parents and carers to identify each child's needs and provide the right support, helping families make informed decisions.

We consult with parents and carers through:

- Induction meetings
- Multi-agency meetings with professionals involved in support and advice
- Our school website
- School apps such as Class Dojo
- Half-termly parent/carers evenings to set clear outcomes, review progress, agree on support strategies, and clarify the responsibilities of parents, pupils, and the school
- Ongoing discussions with the class teacher and/or Inclusion Lead (SENDCO)
- An open-door policy, welcoming parents and carers to raise concerns at any time
- Reviews of a child's SEND Support Plan or Annual Review of their EHC Plan
- Home-school communication tools, including diaries, behaviour charts, and contracts
- Curriculum information sessions, as well as invitations to class assemblies, productions, and tea parties
- Relational support plans
- Parent drop-in sessions on topics such as behaviour, social stories, sleep, and eating
- Collaboration with the Local Authority parent/carers forum sessions that run each month

If you would like to discuss your child's SEND requirements in more detail, please contact the school to arrange an appointment with Mrs. Nelson.

How do we consult children with SEN and involve them in their education?

All children are welcomed into West Park Academy and are actively encouraged to take part in decision-making across the school. This includes children with SEND, who are given regular opportunities to share their views through activities such as School Council and speaking and listening opportunities across the curriculum.

Children are also involved in setting their own learning targets, which they discuss with their class teacher and the Inclusion Lead/SEND/CO. Together, they create One Page Profiles, which help pupils reflect on their learning needs and express how they learn best. These profiles are especially valuable during times of transition, as they help new staff or schools understand each child's strengths, achievements, and support needs.

From Year 3 onwards, pupils are actively encouraged to attend and contribute to:

- Multi-agency review meetings
- One Plan meetings
- Support plan reviews
- Annual review meetings (where applicable)

We believe that involving children in these processes helps to build confidence, self-awareness, and ownership of their learning journey.

How do we assess and review children's progress?

Regular reviews and assessments are an essential part of a child's educational development. It ensures the support in place is effective and appropriate in meeting the child's needs, and it allows teaching staff and the SEND/CO to identify new or changing needs at an early stage.

Progress is monitored through:

- Information shared by parents, carers, and health visitors
- Teacher observations and classroom assessments
- National curriculum and other assessments (e.g., phonics screening)
- Specialist assessments to identify specific needs (e.g., speech and language, movement difficulties)
- Records from previous schools
- Monitoring individual targets and differentiated learning activities
- Multi-sensory learning opportunities

We follow the Assess, Plan, Do, Review cycle to ensure progress is continually monitored and provision remains appropriate:

- Incorporating advice and guidance from external professionals
- Making Early Help Assessment referrals to external agencies/social care where necessary
- Coordinated planning between class teachers and teaching assistants
- Regular assessment of progress against both national expectations and individual targets
- Pupil progress meetings to evaluate achievement
- Continuous monitoring of individual targets, supported by teacher and TA observations
- Analysis of data through the school's tracking system

What additional support for learning is available to children with special educational needs?

In school we offer a range of additional support to ensure children with SEND are able to access learning and make a good level of progress. This support includes targeted interventions, differentiated teaching strategies, specialist resources, visual aids and assistive technology.

Alongside the support we offer in school, we work closely with a wide range of external agencies and specialists to seek advice, and to work collaboratively to plan and implement further support strategies. These services include:

- Speech and Language therapy
- Occupational therapy
- Educational Psychologist
- Outreach support
- School nurse team
- Mental health support team
- CAMHS
- Social Care and Stronger Families
- Family support worker

Due to their expertise in their fields, these services can help school in supporting children with SEND by carrying out detailed assessments and providing recommendations for appropriate strategies and resources. By working collaboratively, we can ensure the most effective support is in place for our children with SEND.

Our Inclusion bases

West Park Academy does not currently have a formally designated Local Authority resource base or SEND unit. However, as part of our graduated approach to meeting the needs of pupils with SEND, we have internally organised two inclusion bases within school: **Hub 1 and Hub 2**.

These provisions are school-led and internally organised and should not be considered Local Authority-designated specialist provisions. Placement and access are determined by the school according to individual need, with the aim of providing a flexible continuum of support whilst maintaining pupils' connection with their mainstream class and the wider school community wherever appropriate.

Hub 1 – Complex Communication and Interaction

Hub 1 is designed primarily to support pupils with complex communication and interaction needs, including pupils with autism and associated developmental needs. Many pupils accessing Hub 1 require a highly adapted approach to learning and may access the provision for the majority of the school day.

The curriculum is predominantly sensory and developmental and is informed by the principles of the Early Years Foundation Stage (EYFS). Learning prioritises communication, interaction, engagement, regulation, independence and the development of early learning skills. Approaches are highly individualised and may include visual communication systems, sensory learning, structured routines, play-based learning and opportunities to develop functional communication and independence.

Where appropriate, pupils continue to access their mainstream class for identified lessons, activities or periods of the school day. This is carefully planned according to the individual pupil's needs, strengths and readiness.

Hub 2 – Semi-Formal Learning and Inclusion

Hub 2 provides a semi-formal, flexible learning environment for pupils with more complex SEND, primarily those with autism and/or learning difficulties who require a level of adaptation beyond that which can ordinarily be provided within the mainstream classroom.

Pupils are taught through flexible groupings according to their individual learning profiles and needs. There is a daily focus on developing and embedding early literacy and numeracy skills alongside communication, PSHE, emotional regulation, independence and functional life skills.

Teaching is highly adapted, with particular emphasis placed on modifying the pace and presentation of learning, breaking learning into manageable steps, repetition, over-learning, practical experiences and opportunities to revisit and generalise previously taught skills.

Hub 2 operates as a flexible model. Some pupils may access the provision for a significant proportion of their school day, while others divide their time between Hub 2 and their mainstream class. Decisions regarding the balance of provision are based upon individual need and are regularly reviewed.

A Flexible and Inclusive Approach

Access to either Hub does not remove a pupil from their mainstream class or wider school community. Pupils remain part of their year group and are supported to participate in mainstream learning, enrichment activities, social opportunities and whole-school experiences wherever this is appropriate and beneficial.

Provision is individualised and reviewed regularly. The amount of time a pupil spends within an inclusion base may therefore increase or decrease in response to their progress, presentation and changing needs. Our aim is to provide the right level of support at the right time, enabling pupils with complex SEND to access learning, develop independence and experience meaningful inclusion within the wider life of the school.

How do we support children moving between phases of education and in preparing for adulthood?

We understand that moving between phases of education is a huge step for all children and their families, but that this can especially be the case for children and young people with SEN.

We have several strategies in place to support with this and always liaise closely with new settings to ensure they have all the necessary information to continue supporting pupils appropriately.

Where required, children will experience enhanced transition including additional visits and opportunities to build relationships with new key staff. In the past, key staff have supported children with initial visits to new settings, especially where their needs might mean they struggle to communicate for themselves.

For Reception new starters joining us from other Nurseries, we aim to visit them and get to know them in their already familiar environment. Children with known additional needs will also be visited by our SENCo Mrs Nelson. This is a great opportunity to gain the perspective of their keyworkers and ensure we are consistent with our approach to meeting needs.

For Year 6 pupils preparing to move on to Secondary we often engage in 4-week workshops run by Darlington's NHS Mental Health Support team focussed on preparing children for transition and we have good relationships with local Secondary Schools, encouraging them to visit and get to know their future pupils in their familiar setting.

What is our approach to teaching children with SEN?

At West Park Academy we all work to create a culture where **all** learners feel welcome, accepted, safe, valued and confident that they will get the right support to assist them to develop their talent and achieve their goals.

The Academy aims to educate all children within the classroom alongside their non-disabled peers as much as possible with a commitment to removing barriers to enable the full participation of everyone as equally valued and unique individuals.

We individually tailor the curriculum to best meet the needs of each pupil, with an appropriate emphasis on developing functional, life-enhancing skills and knowledge; and on learning appropriate behaviours. Our curriculum is informed by:

- Research-based methods
- Standardised assessment data
- On-going assessment for learning

We regularly meet with families to agree learning targets and to share information about pupil progress through provision map meetings, one plan meetings and EHCP reviews.

In some cases, alternative placement outside of the classroom may be considered if it is felt that it will be less restrictive and meet a child's unique needs more effectively. In school this provision is known as 'Hub1' and 'Hub 2.' Hub 1 supports children from EYFS through to year 2 and our hub 2 class supports children from Year 3 through to year 6.

At West Park Academy our Hub classes are there to support children who are either working below their Key Stage curriculum or experiencing difficulties accessing the curriculum due to their SEN needs and require an increased level of adult support to access an appropriate curriculum in a secure and accessible environment. Our Hub curriculum provides a personalised approach to learning underpinned by a thorough knowledge of each individual pupil, their strengths, needs and how they learn.

What adaptations are made to the curriculum and the learning environment of children with SEN?

As no two children are the same, it is vital to ensure that individual barriers to learning are considered when adapting any aspect of the curriculum, producing resources or delivering information. An Accessibility Plan is in place and updated every 3 years. As a single storey building all classrooms are easily accessed on the ground floor and wheelchair access is available throughout school. There are ramps to each entrance and newly installed classroom doors with access to the playground/outdoor area.

All staff plan and resource their environments to ensure that:

- Visual timetables are visible and accessible to all.
- Equipment is labelled using pictures, symbols, photos and written labels.
- Visual displays are carefully developed to reinforce information, but every attempt is made not to overload learners with vast, busy displays.
- Careful consideration is given to noise levels.
- Distractions are minimised where possible so that children can focus on the language.
- Classroom routines are made explicit and rehearsed regularly.

- Transition booklets ensure that children are familiar with the layout within the classroom and school and every attempt is made to prepare children for change or to manage change should they be required to.
- Flexible grouping arrangements are in place.
- Activities and materials are differentiated as well as questioning.
- Visual, auditory and kinaesthetic approaches are in place.
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills.
- Regulation stations are set up in each classroom to support the mental health of our learners

We acknowledge individual differences and provide opportunities for all pupils to learn and succeed. This may mean that children are supported within the classroom through a high level of differentiation, additional resourcing and preparation, sometimes with additional support from an adult or peer. In some cases, children may be withdrawn to receive targeted support or access interventions in quieter spaces such as adjoining workspaces. Spaces and provision within West Park are responsive to pupil's needs.

Behaviour systems are well established and monitored by the class teacher and a system of rewards and motivators operates alongside this system to encourage participation and engagement within the curriculum and learning experiences offered.

We offer several intervention programmes in a range of areas, led by both additional teachers, learning mentors and teaching assistants. We ensure that staff are well-trained and confident to run these interventions, and have developed "specialist" TAs in certain areas

How are equipment and facilities to support children special educational need secured?

We consider the needs of children with SEND and following the advice and recommendations shared through external services, we identify the required equipment and resources. These range from learning resources, sensory and physical support, emotional wellbeing tools, technological support and professional services. This is secured through school budget or the local authority's high needs funding. School also carry out regular reviews to ensure facilities are appropriate and inclusive, making reasonable adjustments in line with the Equality Act 2010 to promote full access and involvement for all children with SEND.

What expertise and training do staff have in order to support children with SEN?

As a mainstream school, we are committed to developing the knowledge, skills and confidence of our staff so that children with SEND receive high-quality, inclusive support. Training is reviewed regularly and is responsive to the needs of individual pupils and the wider SEND profile of the school.

Our Inclusion Lead and SENCO, Mrs Nelson, is an experienced SENCO who holds the National Award for SEN Coordination (NASENCO). She continues to undertake ongoing professional development to ensure that SEND practice across school reflects current guidance and evidence-informed approaches. Her additional training and experience include Attention Autism, trauma-informed practice, Team Teach approaches to positive behaviour support and Emotional Literacy Support Assistant (ELSA) training.

Our inclusion bases are supported by staff with significant experience of working with children with complex SEND. Mr Eeles, Specialist Support HLTA and Autism Lead, has over 20 years' experience of working directly with children with complex autism, communication and learning needs and their families. He has undertaken specialist training in approaches including PECS, Makaton and sight-reading approaches. His extensive practical experience enables him to support staff in adapting provision, communication and teaching approaches to meet the individual needs of pupils, and he leads provision within Hub 2.

Staff working within Hub 1 and Hub 2 receive additional training appropriate to the needs of the children they support. This includes training in areas such as autism, Attention Autism, communication approaches, sensory needs and positive approaches to behaviour and regulation. Training is supplemented by ongoing modelling, coaching and sharing of expertise between experienced members of the inclusion team and wider school staff.

We also have an established emotional wellbeing and mental health team within school. Members of this team are trained as Emotional Literacy Support Assistants (ELSAs) and provide targeted support for pupils experiencing social, emotional or mental health difficulties. Mrs Allyson Whitfield, Specialist Support HLTA, leads ELSA and emotional literacy and wellbeing support within school. Mrs Siddique, Specialist Support Level 3 Teaching Assistant, has undertaken additional training in bereavement support.

In addition to specialist roles, teaching and support staff across school access regular SEND professional development. This may include training relating to autism and neurodiversity, adaptive teaching, communication and interaction, sensory and regulation needs, social and emotional development, positive behaviour support and specific areas of need.

How is specialist expertise, such as educational psychology, secured?

The Academy recognises the need to secure specialist support.

We have close and effective links with a range of additional advisory agencies to support us in addressing children's needs. If further advice and support is required Mrs Nelson will make a referral, with parental permission to an appropriate outside agency or service. These include:

- Low Incidence Needs Team (LINs) which includes children with down syndrome, visual and hearing impairments as well as those with physical and multi-sensory needs.
- Social Communication Outreach
- Speech and Language therapy provided by the NHS.
- Paediatricians
- School Nurse and Health Visitors
- Occupational Therapist
- Children's Services
- Primary Care and Mental Health Services such as CAMHs
- Special Educational Needs Advisory Service.
- Educational Psychologist
- Family Help Assessment

How do we evaluate the effectiveness of our provision made for children with SEN?

To ensure support and strategies in place are meeting individual needs and enabling progress, SEND support plans and EHCPs are reviewed in line with national standards. This involves you as parents, teachers, specialists and the child where appropriate. Academic and personal development progress is monitored using assessments, observations and reports. We use provision mapping to review progress and attainment to identify which interventions and strategies have

had the most impact. Pupil voice is gathered to understand your child's views on their support and progress. The SENDCO and school leadership teams use this evidence to adapt and improve the provision to ensure it remains suitable and effective. Regular reviews with governors and Ofsted inspections form part of this evaluation process.

How are children with SEN enabled to engage in activities with children in the school who do not have SEN, Including physical activities?

We believe all children including those with special educational needs should be offered a broad, balanced and inclusive curriculum. Children with SEND are supported to take part in all activities alongside their peers, including physical activities through the planning and implementation of reasonable adjustments. To enable this, a range of differentiated strategies will be considered, such as additional adult support, adaptive equipment and resources, simplifying instructions and vocabulary, adjusting tasks or using visual aids or assistive technology to suit specific needs. In order for these support strategies to be successful, teachers and the SENDCO carefully plan and introduce these to the children for them to participate safely and confidently. Where necessary, risk assessments and individual support plans will be used to ensure children can access activities and feel valued and included.

We invite all children including those with SEND to participate in our wide range of after school and lunchtime clubs, which are also differentiated and adapted to meet the individual needs of children as well as promote inclusivity. Our clubs offer opportunities to develop a range of academic and social skills as well as developing independence, communication, resilience and self-help skills.

What support is available for improving emotional and social development?

In recent years, we have seen a significant increase in the number of children needing support with their social, emotional and mental health. As a result, we have invested in staff training within this area and have a well-established mental health support team. The mental health support team is made up of a number of individuals from across the academy including our ELSA trained staff, the senior leadership team and support staff. The team meet every 3 weeks as part of the assess, plan do, review cycle to discuss the children who are receiving mental health support and are committed to improving the emotional wellbeing of the children within our care.

We have 4 members of staff in school who have completed their emotional, literacy support assistant training and we have pledged to train 2 members of staff each year in this area. Our vision is to have members from across each phase of the academy trained as ELSAs.

We also work closely with the listening post (a charitable project that, free of charge to schools, who provides trained volunteers who listen and mentor young people with low level mental health and well-being issues) and the Darlington mental health team. We have an allocated worker who holds weekly drop in sessions for staff to discuss individuals and support with an referrals to the relevant team.

The Home School Family Co-ordinator is a key member of the team who ensures that families and children are placed at the heart of the school learning community, and she provides a range of support to individuals, small groups and parents. She is also able to provide additional support through the Family Help process. She can be contacted directly on:

jthorpe@westpark.lingfieldtrust.org.uk

How do we support children who are looked after by the local authority and have SEN?

Each SEND child who is looked after through the local authority will have a personal education plan (PEP). This ensures children are offered support tailored to their individual needs. School work with the local authority, health and social care and carers to review the plan regularly. A designated teacher for looked after children works closely with the SENDCO to ensure the child's needs have been identified and their needs are being met. We also work with carers, virtual schools and social workers to provide a consistent, nurturing learning environment with an aim to promote stability and inclusion.

An annual report, detailing progress and attainment towards national curriculum expectations is provided to parents.

Our Designated teacher is Mrs Dixon.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, if you feel that our offer or approach hasn't been quite right for your child, we would always encourage you to speak to us! We want to get it right, and work with you to do so. Often, our SENCO is the best first port of call, but your child's class teacher – or any leaders in school will be happy to meet with you to hear your concerns. Simply contact the school office to arrange an appointment. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

<https://lingfieldeducationtrust.com/governance-policy/trust-policies/>

What is the Local Authority 'Local Offer' and how do I find it?

The Local Offer is information provided by the local authority that outlines the services and support available for children and young people aged 0 - 25 years with SEND and their families. It offers information, advice and guidance about the types of services and support available to you in our local area. The aim of the local offer is to help families understand what support is available in their area and how to access it.

You can find the local offer via their website at

[Darlington BC - SEND Local Offer](#)

Are there any support services for the parents of pupils with special educational needs?

There are several support services available for you as parents and carers. They offer free, confidential and impartial advice about the special educational need processes.

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service). A free, impartial, and confidential service provided by Barnardos, offering information to young people with special educational needs and disabilities and to their parents and carers.

Parent carer forums – Local groups run by parents or carers of children with SEND who work together to improve services for families in the area. They share experiences, influence local decision making.

Local Authority services – Family support workers, early Help or SEND caseworkers who offer support through referrals, assessments and care plans.

Local Offer website – Every local authority offers a list of services available to parents, carers and their families offering advice and support.