SPARK EDUCATION TRUST

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SALTBURN PRIMARY SCHOOL

SEND INFORMATION REPORT

OCTOBER 2026

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Lowfields Avenue, Ingleby Barwick, TS17 0RJ

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About Our School

Saltburn Primary school is a fully inclusive school committed to meeting the individual needs of both children and staff. We provide a broad, balanced and creative curriculum within a nurturing and stimulating environment that is central to the ethos of the school community and its teaching. This enables all pupils to make the best possible progress and fulfil their potential.

Our SEND offer details the support and provision you as a parent/carer of a child with SEND can expect to receive at Saltburn Primary school.

The kind of SEND provided for

We support children with a wide range of SEND needs and we regularly review and evaluate the breadth and impact of the support we offer. We recognise that there are four broad areas of need: -

- Communication and interaction (language and autism spectrum disorder)
- Cognition and learning (general learning and specific learning difficulties)
- Physical and sensory
- Social, Emotional and Mental Health

Identification of students with SEND

How does the school identify children with special educational needs?

It is our aim to identify as early as possible, any child who requires additional support and to ensure that the correct provision is in place through a graduated response. All children have access to well-differentiated quality first teaching including, where appropriate, the use of Wave 1 or Wave 2 Intervention. This may be short-term support until the child's progress is back on track or may be the identification of SEND. The needs of the child are identified through a range of approaches:

- Information shared by parents, professionals or previous schools on entry to school
- Information gathered during the primary liaison meetings
- Information directly from the parents/carers
- Concerns raised to SENDCo by teachers/support staff
- Information from external agencies
- Staff observations, analysis of assessment and data progress monitoring
- Monitoring of children's social and emotional development by all staff

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Arrangements for involving parents in their child's education

How do we involve parents in planning for those needs?

- Parents are fully informed of any concerns school may have, including the implementation of any SEND provision, and will play an active role in developing the correct support and provision
- Parents are contacted by school as soon as any concerns arise
- Regular parents' meetings
- Support plan reviews three times a year for children identified SEND
- Annual reviews for children with an EHCP (interim where necessary)
- Multi agency meetings as appropriate
- Parents/carers are always listened to and their concerns, comments, suggestions are taken into account
- Parents/carers are encouraged to attend informal coffee mornings with SENDCo and external professionals

Children with an Education, Health and Care plan (EHCP) will already have many of their needs clearly identified in their plan. This is reviewed regularly with parents, teachers and any external professionals involved in supporting the child. The level of need for children identified SEND is based on 'range' guidance from the local authority.

Key staff involved in assessing and reviewing student progress

Who in the school will support my child and how will this be monitored and evaluated?

Class teacher

Responsible for:

- Planning and delivering high quality differentiated lessons to meet the needs of all children in the class
- Assessing the progress of the child and informing the SENDCO where necessary, liaising with the SENDCO to undertake support plan reviews (class teacher & parent to attend the review)
- Liaising with all staff working with your child in school to deliver the planned work/programme for your child, so they can achieve the best possible progress
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with SEND
- Developing support plans with specific targets.

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Learning Support Assistants (LSAs)

- Work under the direction of the class teacher to deliver planned interventions and/or targeted support within the classroom.

SENDCo (Special Educational Needs Coordinator/AHT) Mrs Tina Thompson

- Responsible for strategic overview and coordinating all the support for children with special educational needs or disabilities (SEND) including-
- Ensuring parents/carers are involved in supporting their child's learning, kept informed about the support received and involved in reviewing how their child is progressing
- Liaising with all the other professionals who may come into school to help support your child's learning
- Maintaining the school provision map (a system for tracking the needs and intervention provided for all children) and SEND register
- Monitoring the progress of all children with SEND and analysing the provision maps to ensure the correct provision is in place at the earliest opportunity
- Providing support and advice for teachers and support staff
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with SEND
- Initiate and complete work associated with statutory assessment
- Organise Annual Review of EHCPs
- Work in partnership with counselling provision to ensure that the pastoral, mental health and wellbeing of children are met
- Working in partnership with external agencies to ensure that the pastoral, mental health and wellbeing of children are met
- Working in partnership with external agencies to ensure that the best outcomes are achieved for children
- Reporting to the Governing Body on provision and progress for pupils with SEND.

Headteacher Mrs Caroline Chadwick

Responsible for:

- The day to day management of all aspects of Saltburn Primary school, this includes the support for children with SEND
- Ensuring that the training needs of SENDCO and other staff are met.

SEND Governor – Mrs K Mounter (SEN Education Professional)

Responsible for:

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- Ensuring that the school is fulfilling its duties to children with SEND
- Meeting with the SENDCo in the Autumn, Spring and Summer terms
- Asking questions and raising awareness relating to SEND and inclusion provision at School Governing Committee meetings.

Decisions about Provision

How are the decisions made about the type and amount of provision a young person will need?

- Discussion with parents/carers
- Use of data and observations
- Discussions with everyone involved in teaching your child
- Support and advice from any outside professionals who have been working with or assessing your child.

Permission from parents/carers is always sought prior to any requests for outside agency support being made.

Provision could involve a short-term programme of work aimed at developing a specific area, implementing behaviour strategies unique to the child, access to physical resources, additional support by an adult and/or longer-term support in class.

Support may also be given from external agencies such as Getting Help, CAMHS, Speech and Language, Occupational Therapy or specialist teaching service. In some circumstances, a child may be supported with some of their education by accessing other educational provision facilities for a short period of time.

Any additional support/intervention is evaluated regularly to ensure its effectiveness and track progress towards objectives. Progress meetings take place termly to ensure all children are progressing in their learning. The SENDCo attends the Progress Meetings with the class teacher and other SLT and Phase Leaders three times per year to monitor and track the progress of children identified with SEND and to discuss those pupils being monitored.

The SENDCo is available for staff to raise awareness of concerns around a child. The concerns will be explored and parents consulted regarding next steps.

Parents/carers are actively involved in planning for the provision of their child through the Support Plan and the effectiveness is reviewed with the parents also.

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Adaptions to the curriculum

How will the curriculum be matched to the needs of the young person?

All children are entitled to a broad and balanced curriculum that meets the needs of each child. In order to achieve this, teachers are given access to Support Plans, pupil profiles, data and all other information about each child. This is then used to plan for an adapted curriculum that enables every child to achieve their full potential.

Adaptation may involve the use of physical resources, specific strategies/approaches and the use of small group/targeted support from Learning Support Assistants.

Recommendations in reports from any external professionals will be used where appropriate to inform planning an effective curriculum for pupils. If a parent has any concerns regarding their child's ability to complete homework tasks, the class teacher can personalise the learning further where appropriate, including through the use of computer-based programs.

Accessibility

How accessible is the school environment?

- The building is accessible to children with physical disability being modern and purpose built to address accessibility to everyone
- The school has a lift in place
- Disabled parking is available in the car park
- Disabled toilets and a hygiene room are available
- A range of additional equipment is available to improve the learning environment for specific SEND specialist writing equipment, sensory resources/coloured overlays, seating wedges, specialist slope boards and sensory equipment.

For more information, the school's 'Accessibility Plan' can be found in the policies section on our website: https://saltburnprimaryschool.co.uk/policies/

Parental Involvement in reviewing progress

How will both the school and the parent know how the young person is doing and how will the school support the young person's learning?

- Annual reports and termly consultation evenings provide parents with academic attainment and progress for their child

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- Termly support plan reviews encourage parents to be actively involved in the development of their child's education
- Annual reviews for children with an EHCP take place each year and include all professionals involved in working with the child, parents and the SENDCO
- The academic progress of all children is reviewed three times a year. If there is a concern about your child's progress, you will be informed immediately and we encourage an active partnership between parents and class teachers to ensure support is in place to increase progress
- Progress meetings termly between the class teacher and a members of the Senior Leadership Team /SENDCo to ensure all children are progressing in their learning
- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- Any outside intervention that is felt necessary, will be discussed with parents first and permission sought. Any information from outside professionals will be shared with you at a meeting, by phone, or in a written report
- The SENDCo is available to discuss your child's progress or any concerns/worries you may have if you need further information following an initial discussion with the class teacher
- Parents are invited into school to take part in family learning sessions and work alongside their child
- Email or TEAMs contact can be established as an additional layer of home/school communication if appropriate.

Leaner wellbeing

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

- The school operates a system of a first day call to any absent children if the parents have not already contacted school to ensure that they are safe
- For children with health problems, a medical Individual Health Care Plan (IHCP) is written and regularly reviewed with parents, and staff trained to support medical needs in some cases where needed e.g. diabetes checks
- Learning Support Assistants are on duty at breaktime and lunchtime to support children so the children have familiar staff available to them
- Key staff are in place to support identified children during break times
- The school nurse is available to advise on any health problems a child may be having
- The SENDCo, class teachers, LSAs, Headteacher and Assistant Headteachers are available for children to speak to
- Intervention groups aimed at developing social and emotional aspects of learning are in place
- Staff use ELSA principles to support the social and emotional development of children
- A sensory room is available to support regulation
- We work closely with the Getting Help team and Headstarters to support children

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- Personal, Social, Health Education is addressed by class teachers where opportunities are taken to talk, share and discuss emotions using a range of materials including games/scenarios and prompts
- Our behaviour policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence
- Pupils' views are sought through school council and other forums such as questionnaires.

For more information, the school's 'Behaviour Policy' and 'Attendance Policy' can be found in the policies section on our website: https://saltburnprimaryschool.co.uk/policies/

Staff Training

What training are the staff supporting children and young people with SEND had or are having?

- All teaching staff have qualified teacher status and LSAs have a minimum of Level 2 qualification
- Key staff and LSAs have first aid training
- All staff have Anaphylaxis training
- All staff have received training to support diabetic pupils
- Key staff have received Core Level 3 safeguard training
- Key staff trained in ELSA principles
- All staff have had annual Safeguarding training and regular update training.
- Teachers and LSAs are trained to deliver a variety of interventions to support learning
- Autism and ADHD Training
- Sunflower Sensory Training
- Dyspraxia Training
- Dyslexia Training
- Verbal de-escalation training.
- ACEs (Adverse Childhood Experiences) training
- Some teaching staff and all LSAs have completed Bereavement Training
- Some staff have basic Makaton training
- Most staff have Deaf Awareness training and some have hearing aids and microphone training
- Most staff have Down Syndrome Awareness Training
- Individual teachers and support staff attend training courses run by external agencies that are relevant to the needs of specific children in their class
- Several LSAs have received bespoke training in supporting children with dyslexia
- LSAs received bespoke intervention training by a specialist teacher

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- Staff have worked with Daisy Chain to audit current practice and identify improvements

Access to specialist support and agencies

What specialist services and expertise are available at or are accessed by the school?

Within School Specialism

- SENDCo and Assistant Headteacher Mrs Tina Thompson – holds National Award for Special Educational Needs Coordination and Nurture Group Training
- CAMHS – Getting Help (Child Wellbeing Practitioner Sept 23)
- Staff with experience of working with neurodivergent children
- Staff with experience of working with children with SEMH
- Key staff and children trained in HeadStart – wellbeing/mental health lead training
- Most teachers and LSAs received Hearing Impairment, ADHD and Sensory training
- ELSA training for all teachers and LSAs
- Dedicated Mental Health Leads

Specialist support from outside agencies

- Educational Psychology Service (Redcar & Cleveland)
- STARS Sensory Service for children with visual or hearing needs
- Occupational Therapy – South Tees
- Speech and Language Therapy (SaLT).
- Specialist Teaching Services (Redcar & Cleveland)
- Early Help
- CAMHS (Children's and adolescent mental health service)
- Children's Services & Outreach
- The LINK
- Daisy Chain –ASC support
- The Junction (young carers)
- School Nurse
- Physiotherapy Service
- EVA (domestic abuse)
- Carers Together
- STARs (Hearing for the Deaf Services)
- Sunflower Sensory Services
- Neurodevelopmental Team (CAMHS)
- Getting Help (CAMHS)
- Headstarters

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Out of School Activities

How will the young person be included in activities outside of the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips including residential visits. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- All school trips are risk assessed and this includes looking at the activities against the needs of the child. When risk assessments raise a concern, parents will be consulted and an agreed way forward will be planned to ensure that the child is included wherever possible.
- A variety of after school clubs are provided during the week. We are committed to ensuring these are fully inclusive.

Supporting students during key transition phases

How will the school prepare and support the young person to join that particular school and how will it support the transition to the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure

that any transition is as smooth as possible.

If your child is moving to our school from another:

- We encourage all new children to visit the school prior to starting
- For children starting Nursery or Reception, the Nursery Teachers and EYFS lead hold a meeting for parents. Nursery parents will have the opportunity to visit school with their child to see the setting and get to know staff and our provision

If your child is moving to another school:

- We will contact the receiving school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transitional information sharing meeting will take place with the new teacher
- All Support Plans will be shared with the new teacher
- All children transition to their new class prior to the summer holidays

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- If your child would be helped by a transition book/social story to support them in moving on, this will be made with them

In Year 6:

- SENDCo will meet/liaise with the SENDCo of the secondary school to discuss the specific needs of your child and a transition package will be put together for them individually including enhanced transition where appropriate
- The SENDCo and Year 6 team will take part in the Redcar & Cleveland transition meetings and share all relevant information with receiving schools
- Children will access focused learning about aspects of transition to support their understanding of the changes ahead
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school

SEN Resources

How are the school's resources allocated and matched to the young person's special educational needs?

Extensive amounts of information are collected for SEND children to ensure their needs are identified and correct resources/support put in place with funds spent appropriately.

The support and resources in place for children are reviewed regularly to monitor their impact on the child's progress. School has a wide range of classroom resources, activities and equipment to support children with SEND. Any specialist equipment or resources that have been recommended by specialists are purchased whenever possible.

Complaints Procedures

What do parents/carers do if they have a complaint about the provision in place?

Step 1 - The first person to contact if you are worried about your child is their class teacher.

Step 2 - If you feel that the concerns are not being managed appropriately and that you continue to have concerns regarding your child, you should speak to the SENDCo, Mrs Tina Thompson

Step 3 - If you are not satisfied with the response from the class teacher or SENDCo, you should contact the Headteacher, Mrs Caroline Chadwick to discuss your concerns.

Step 4 – In the event that you remain concerned following steps 1 – 3, you should contact the Chair of Governors in writing or by emailing the school and making the email – For the Attention

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of the Chair of Governors – Mrs Kirstie Mounter. Steps 1 – 3 should be followed in the first instance.

All these people are available through our main school reception office.

- Reception office contact – 01287 621011 / office@saltburnprimaryschool.co.uk

Roles and Responsibilities at Saltburn Primary School –

Mrs Tina Thompson – SENDCo, Assistant Headteacher and Mental Health and Wellbeing (Children)

Mrs Caroline Chadwick – Headteacher / DSL / Mental Health and Wellbeing (Staff)

Mrs Kirstie Mounter – Chair of Governors

Mrs Kirstie Mounter – SEND Link Governor

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