



Vane Road Primary School

SEND Information Report

2024 – 2025

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9th September, 2024

Information Report for Vane Road Primary School

Here at Vane Road Primary School, provision for children with additional needs is at the very heart of the ethos of our school. We are a Silver Rights Respecting School and work with due regard for the principles of the UN Convention on the Rights of the Child, in particular articles 23,28 and 29 which describe the right of all children to have an education that develops their 'personality, talents and mental and physical abilities to their fullest potential' and the rights of children with special needs to be conditions which 'ensure dignity, promote self-reliance and facilitate the child's active participation in the community.'

Through our School Values, particularly through our value of inclusivity, we strive to ensure all children achieve their best, irrespective of gender, race, disability, need or background.

What is SEND?

A child or young person has Special Educational Needs and/or Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act).

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Special Educational Needs and/or a Disability 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 dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

There are four broad areas of SEND, these are:

Communication and Interaction

‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.'

- SEND Code of Practice 2015 6.28-6.29

Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

- SEND Code of Practice 2015 6.30-6.31

Social, Emotional and Mental Health Difficulties

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.' - SEND Code of Practice 2015 6.32

Sensory and/or Physical Difficulties

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.'

- SEND Code of Practice 2015 6.34-6.35

At Vane Road Primary School, we have experience of supporting children and young people with a wide range of need including:

- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- ADD (Attention Deficit Disorder)
- Autism
- DCD (Developmental Coordination Disorder-problems with motor skills, organisation)
- Dyscalculia (difficulties with numbers, mathematics)
- Dyslexia (difficulties with reading, writing and spelling)
- General Learning Difficulties – children whose learning progresses at a slower pace
- Epilepsy
- Cystic Fibrosis
- Hearing impairment
- Other Physical or Medical Needs
- Social, Emotional and Mental Health issues
- Speech and Language Difficulties

What is the 'Local Offer'?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they

expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'.

Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to <https://www.durham.gov.uk/localoffer>

Who decides if my child has a Special Educational Need/Disability

Parents know their children best and as a school we see parents as full partners in their child's education. Sometimes however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forward. For some concerns we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, Cognition and Learning, Autism and Social Communication Team, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned if these needs are addressed we are confident in the outcomes of such support, and the issue has been resolved your child will no longer be placed on our SEND register.

Identification

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a

child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment and teacher observation). Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against English and Maths targets
- Performance against National Curriculum expectations
- Standardised screening or assessment tasks (e.g. Reading Tests, Speech Link and Movement Screening).
- Results from Statutory Assessments (Year 6) and Teacher Assessments in Years 1 to 5.

If it seems that your child may have special educational needs, your child's class teacher and the Special Needs and Disabilities Co-ordinators (Mr Logan) will assess:

- What your child is good at and what they need help with
- What your child would benefit from learning
- How best to help your child learn

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is monitored and can be changed once the impact is assessed.

- Speech, Language & Communication needs
- Social, Emotional and Mental Health needs
- Moderate Learning Difficulties
- Specific Learning Difficulties

Through discussions, observations, assessments and data analysis (The Graduated Approach) the SENDCos, class teachers, key workers and support staff will identify any children who appear to have Special Educational Needs/Disabilities (SEND). Children with SEND may also be identified by outside agencies and organisations. Parents and Carers may also inform the SENDCos or teaching staff

of any concerns and possible Special Educational Needs. When a child is identified as struggling in an area, we will invite parents into school for a Short Note Meeting where the class teacher will share their observations and together will discuss targets and next steps. After a period of monitoring and intervention and in agreement with parents, the child and class teacher we will then decide whether to place the child onto the SEND register and a Support Plan will then be created. This will be reviewed every Term and parents are invited to a Parents Support Plan Meeting where they will meet with the Class Teacher and the relevant support staff to discuss progress and set new targets.

SEND Register

If following a school-based assessment, working in partnership with you, the school decides that your child has special educational needs, their name will be added to the 'SEND Register'. This is a record of all the children in the school in receipt of SEND support. A School SEND support plan will then be developed by the school and you and your child should be involved in this. If your child has a SEND support plan, this means that the objectives and strategies within it should be discussed with you. The plan will be developed using a process known as 'assess, plan, do, review'.

At Vane Road Primary School, we follow a **Graduated Support Approach - "Assess, Plan, Do, Review"**. This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

There are two categories of SEND at Vane Road Primary School, these are children in receipt of: -

A Support Plan

If the school remains concerned that your child is making less than expected progress, in relation to their educational progress (attainment) or wider development or social needs, they may consider creating a Special Educational Needs and Disability (SEND) Support Plan for your child.

The aim of a SEND support plan is to improve outcomes by:

- removing barriers to learning
- putting effective educational provision in place

A decision to make special education provision should include an early discussion with you and your child and be based on a range of assessment information. The aim is to secure a shared understanding of your concerns, your child's strengths and difficulties, and importantly, the outcomes being sought. 'Outcomes' might relate to progress, development or behaviour. You should be involved in all decision making, including, where relevant, the decision to involve a specialist.

An Education, Health and Care Plan (EHCP);

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to receiving Top Up Funding or an Education, Health and Care Plan. Full details of these can be found on the Local Offer Website <https://www.durham.gov.uk/localoffer>

Children with greater needs at this level have their plans initiated by the Local Authority, but reviewed and monitored by the school and parents at least annually. An EHCP is a multi-professional process where everyone comes together (including the parents and child) to jointly plan the support which the child requires and is entitled to. Professionals which would be typically involved in these planning and review sessions would be: - Health and Social Care colleagues - Local Authority SEND Teams and Educational Psychologist.

What SEND expertise do you have at Vane Road Primary School?

The Deputy Head teacher, Miss Wren is an experienced SEND professional, being the SENDCo at her previous school for 9 years and currently 11 years at Vane Road. Mr Logan has been working alongside Miss Wren since returning to Vane Road in 2021. Since completing the National Award for Special Educational Needs Coordination from the University of Bath, Mr Logan is our newly appointed SENDCO and he has experience of working in Specialist Provisions/Schools. Miss Wren and Mr Logan work closely together to ensure our children with Special Educational Needs and their parents are well supported.

Mr Logan's SENDCo role involves:

- Overseeing the day-to-day operation of the school's SEND policy and ethos in school.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND alongside teachers.
- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the Executive Head Teacher, Head of School and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure that the school can meet any needs appropriately.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Transition

Transition from nursery into our reception class, from class to class or moving into our main secondary school providers is carefully planned and co-ordinated. This is especially true for our more vulnerable children such as those with a specific need because this change in their life has a potential to cause some degree of anxiety.

How we ensure a smooth transition for our children with SEND is essentially through effective communication and carefully planned transition meetings with the child as well as their parents /carers and all other agencies working with the specific child.

Examples of how we do this are as follows:

A child moving from Nursery into Reception Class

Prior to starting school in September, our EYFS Teachers and SENDCo will contact the nursery providers via a telephone call and visit to discuss individuals and their needs. From that initial meeting if a child is identified as having a specific need and there are other

agencies involved then the SENDCo and/or key reception staff will attend any relevant meetings prior to the child starting in September. This is to ensure staff are fully informed of the child's needs and their background as well as who is actively involved working with the child. Parents/ Carers are then invited to an Induction Meeting in the Summer term in which they will meet their child's class teacher as well as other key staff including the Executive Head Teacher, Head of School and SENDCo. The child and parents /carers will then have a further opportunity to attend some sessions their new school. Depending on the child's needs we may also provide additional opportunities for them to visit the school.

In September if a child's needs are such that the standard transition school arrangements need to be amended then this is discussed with parents and outside agencies and modifications would be made.

A child moving from Class to Class

The Class Teacher will hold a specific meeting with the child's next year group teacher in order to share information and any relevant records. The purpose of such a meeting is to share practice which works well for the child as well as discuss and identify steps to take to ensure a quick and effective transition in to the new year group. All of the children have a 'Moving Up' day where they spend a day in their new classroom and meet their new Class Teacher and the Support Staff.

April to July:

Transition Assistants work with Year 6, supporting and building relationships with pupils, primarily those that have been nominated by the Class Teachers / SENDCo as requiring enhanced transition. During this time, they can also prepare a pen portrait for the pupils who will require an enhanced transition; as well as for all pupils collect information (for example, siblings at the secondary school they will be moving to and friendship groups to inform tutor group arrangements etc).

June and July:

Extra visits to the secondary schools arranged depending on the child's needs as well as Year 6 visits to secondary schools.

What kind of additional Provision and Curriculum do you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- Dedicated SENDCos with significant SEND experience and qualifications to oversee the provision for all children with additional needs across the school.
- The SENDCos attend key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- A high level of teaching support to ensure children with additional needs are well supported in all lessons.
- A team ethos, where each child and their needs are understood by all of the school community
- A topic-based curriculum which can be tailored to the needs of the child through adaptations such as the use of staffing, differentiation, teaching style, and resources – including ICT. The '**Curriculum for All**' document (available in the SEND area of the website includes examples of this).
- Strong links with external partners, such as LA SEND Support Teams and our other Professionals, such as the Educational Psychologist.

Some examples of additional provision which could be suitable for a child with SEND include:

Some individual teaching, following dedicated programmes to address specific needs, e.g. Spelling difficulties - NESSY and/or programmes directed by Speech Therapists, Educational Psychologists or the Cognition and Learning Team.

Early bird Sessions which take place three mornings a week before school, which SEND children are invited to attend so they do not miss learning during the school day.

Small group focus work to address shared issues, e.g. fine and gross motor skills groups

Specialist interventions, e.g. Occupational Therapy or Speech and Language.

Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs

Additional resources to enable better access to the curriculum, e.g. seating/writing apparatus that have been suggested by professionals

Thorough assessments undertaken by Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed

ICT resources, e.g. reading pens, ICT programmes to address specific needs.

Pastoral Care

At Vane Road Primary School, we believe it is vitally important to develop the whole child, not just their academic ability. We believe that children are entitled to:

- Be involved in the planning of their own health care needs whenever possible.
- Establish a routine individually related to their needs and age.

We believe that parents are entitled to:

- Be consulted about their child's personal care, to ensure that it is sensitive and reflects their child's needs.
- The reassurance that children will, whenever possible, receive personal care from the staff that know him/her best.

To support this, we:

- Have Mr Grady (Pastoral Manager) who supports families in many different ways and through our links with local community groups, organisations and services.
- Offer a referral to the Mental Health Team who will work with parents on CBT (Cognitive Behaviour Therapy): <https://durham.gov.uk/article/23374/Mental-health-and->

[emotional-support-for-children-young-people-and-families-in-County-Durham](#)

- Have trained lunchtime supervisors who know the school well and have been employed here for many years.
- Ensure all of our staff and visitors are DBS checked and fully trained in all aspects of their role.
- Have a well-planned PSHE/RSE Curriculum (Jigsaw) which runs throughout the school.
- Run social development programmes/interventions such as Lego Therapy, Talkabout and Time to Talk for those children who require extra support with Social Skills and cues.
- Ensure children are provided with an Educational Support Plan where needed.
- Our range of after school activities promote healthy and safer lifestyles.

Medical Needs

- We work closely with other professionals, both in-school staff, the school nurse, outside agencies and parents/carers to support all public health and medical needs within the school.
- Our Pastoral Manager, Mr Lee Grady, completes Risk Assessments, administers medicine, updates Care Plans and a host of other duties. Please do not hesitate to contact him if you have any questions.
- We are able to meet with parents/carers to discuss any concerns within a confidential and supportive environment.
- We ensure staff receive up to date training and we seek advice from the relevant professionals to meet a families' needs. A number of our members of staff are fully trained paediatric first aiders.
- We produce Individual Care Plans for those children who have complex additional needs.
- We support children with additional Speech and Language needs by working in small groups, on a 1:1 basis or by involving speech and language professionals who work with identified children in school.

Social and Emotional support

We place great importance on promoting and supporting a child's positive social and emotional well-being. We are a friendly and open school. We encourage children, parents and carers to speak to key members of staff each day. We are also happy to speak over the telephone to those parents who work during the day.

We use Child and Adolescent Mental Health Service (CAMHS) to support where necessary.

We run Social Groups and Programmes including using recommended strategies and resources from the Autism and Social Communication Team.

We support the children fully when they move to secondary school. We provide staff to accompany the children on their visits and members of the transition team spend time in our school every Summer Term.

We hold regular Parents Evenings and extra Support Plan Meetings three times a year for those children with SEND.

We hold SEND coffee morning each term for parents to have discussions with other parents and the SENDco, whilst also having an outside agency deliver an informative pitch regarding the services and help that can be offered to our parents.

What involvement can we have as parents?

We very much value the contribution that parents can make to their child's education. Parents and children are at the very heart of everything we do at Vane Road and we believe your involvement is crucial. There are three SEND Parents' Evenings each year extra to the regular Parent Evenings. At these meetings, we will review your child's support plan and discuss any concerns either school or home have. We will then plan new outcomes for their support plan together for the following term.

We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year.

How would my child be assessed and would we be informed?

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing, although more formal each half-term.

Across the school, almost all children on the SEND register make expected progress in line with their starting points; many make better than expected progress.

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We communicate the outcome of these assessments using written reports, annual report process (EHCP), or through parent evenings.

Some assessments may be carried out by other professionals with your agreement. Some of these assessment methods are:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
 - Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- Ongoing school assessment including:
 - Reading, writing, maths assessments
 - Phonic and spelling assessments
 - Social and emotional assessments

Your child's school achievements will be assessed against the relevant Year group in line with the child's learning stage of the National Curriculum. This may mean your child is being assessed against their own year group or a year group below the one they are currently in. Some children may be assessed using PIVATs for pupils working below the national curriculum assessment standard

or the [engagement model](#) which is a teacher assessment tool for pupils working below the standard of national curriculum tests and not engaged in subject-specific study.

Children in Early Years are assessed on their own curriculum which is broken down into month brackets (e.g. 30-50 months, 40-60 months) with the aim of them meeting the Early Learning Goal by the end of Reception.

Will my child sit external tests such as SATs?

This depends on the individual child. If your child is able to access the Year 1 Phonic Screen or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. This will be discussed with you during the SEND review meetings.

How we at Vane Road Primary track and monitor pupil progress:

All children are regularly assessed and progress is very closely monitored this is the same for those with a special educational need or a disability. One way in which we track the children's progress is through termly Pupil Progress Meetings between the Class Teacher and a Senior Team Leader. During these meetings children who have not made expected progress will be identified and will be targeted immediately. A child who has been identified as a cause for concern will be targeted for at least 1 term and if they have not made the expected progress may be referred for more intensive support. This will only be done in consultation with SENDCo, Class Teacher and parents/carers.

The children who have an individual Support Plan or who have an Education, Health and Care Plan will also have their progress tracked over time. These plans will be updated and parents are invited into school to discuss, update and agree targets, where appropriate children would be invited to join these meetings or supply information.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Parents are encouraged to speak to staff if they have a concern about their child or are experiencing family problems. A 'Team Around the Family' can provide support for children and families. Access to additional support of this kind is requested by Head of School (Gemma Sim) and/or Pastoral Manager (Mr Lee Grady) and requires referral information and agreed outcomes to any support offered. School staff are able to support families to access support from other professionals via First Contact and the One Point Service.

An Annual Review meeting is held each year for those children with an Education, Health Care Plan (EHCP). These meetings are chaired by the SENDCo and the Class Teacher must also attend alongside Parents and any relevant Outside Agencies. The Class Teacher will share information for this meeting which will outline the child's progress towards the targets on their EHCP, key achievements and current challenges. The SENDCo will also gather reports from all other agencies actively working with the child.

How we at Vane Road Primary monitor and evaluate provision of children with SEND

We monitor SEND provision in school by:

- Individual Support Plan Parent meetings and Pupil Progress Meetings.
- SENDCo to monitor Short Notes and Support Plans and feedback to be given when needed.
- Observations within the school monitoring cycle (e.g. learning walks, intervention observations, SLT lesson observations)
- Differentiated planning, intervention planning, work book to be monitored as part of the monitoring cycle.
- Senior Leadership Team, Governors and the Local Authority are to ensure the SENDCo is held accountable for the SEND provision in school.
- Interventions and support are to be monitored through the SEND register.

Consultation with Children and Young People with SEND

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Parents/ carers evenings
- Termly Support Plan Meetings
- Ongoing discussions with a class teacher and/or SENDCo
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have
- Through a review of a child's SEN Support Plan or the Annual Review of their Educational Health Care Plan.
- Full parental involvement with all meetings and discussions from Outside Agencies. Parents will always be invited to any meetings involving their children and will always be at the centre of any decisions made.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is monitored each term by the Governing Body.

At Vane Road Primary School, we receive a Notional SEND Budget. This funding is used to support children and young people with SEND through delivering interventions and additional adult support to maximise opportunities for them to engage and overcome any barriers to their learning. This delegated funding is provided to ensure that schools can meet the needs of pupils with the most significant needs and will receive up to £6,000 of provision

which may take the form of individual support, group work or specialist programmes/teaching/resources.

All children in school have access to support from their class teacher and where applicable their teaching assistant. Other members of staff are employed by the school to provide additional interventions to meet specific needs. High expectations for all pupils to make sustained progress is an identified school priority and as such is closely monitored by the Executive Head teacher, Head of School, SENDCos, Senior Leadership Team and governing body in a drive to raise standards and achievement across the whole school. Additional funding is prioritised for children with High Needs to access additional support over and above the support generally available to meet specific identified pupil needs. Pupils accessing this additional high level of support usually have an Education Health Care Plan (EHCP) or receive Top Up funding for their Support Plan.

At Vane Road Primary School, for those pupils with high needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school and where applicable in consultation with the parents / carers. This provides evidence of the support and the progress each child makes and can lead to additional funding and financial support applications to the Local Authority to meet the agreed outcomes. Requests for additional support would always be discussed with parents/carers and discussed at an Annual Review Meeting.

Parents of children with Special Educational Needs and Disability may meet with the SENDCo (Mr Alastair Logan) and/or the Head of School (Mrs Gemma Sim) and Executive Head teacher (Mr Kieran Pavey) to discuss any Costed Provision concerns they may have. Support Timetables are used to inform discussions.

Who do I talk to if I have any worries, a compliment or complaint?

If you are happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Miss Wren/Mr Logan/Mrs Sim/Mr Pavey. You can also respond to the Parental Questionnaires or make comments during the review process.

If you have any concerns, it is best to speak to the Class Teacher in the first instance. If you need further assistance, an appointment can be made through dojo or telephone the School Office with Miss Wren, Mr Logan and Mrs Sim. We will do our best to rectify the problem in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.