



Breckon Hill Primary School

SEND information report

SENDCO: Mrs. Helen Chapman



Our school's approach to supporting pupils with SEND (Special Educational needs and/or Disabilities).

If your child is not making progress, or is working towards age related expectations, school will contact you to discuss this and to:

- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Share the SEND support plan
- Discuss with you any referrals to outside professionals to support your child's learning

Within Breckon Hill Primary School the person given responsibility for the overall co-ordination of SEND support provision is Mrs. Helen Chapman, (The Assistant Head Teacher and Special Educational Needs and/or Disability Co-ordinator).

Broad areas of need

Cognition and learning:

- Pupils who learn at a slower pace than their peers.
- Includes pupils with: MLD Moderate Learning Difficulties
- SLD Severe Learning Difficulties
- PMLD Profound and Multiple Learning Difficulties
- SpLD Specific Learning Difficulties.

Communication and interaction:

- Difficulties in saying what they want to
- Difficulties understanding what is being said to them
- Difficulties understanding or using the social rules of communication
- Autistic Spectrum Disorder
- Speech, Language and Communication needs

Social, emotional and mental health:

- Includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or physical needs:

- Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided.
- Includes pupils with VI (Visual impairment); HI (Hearing impairment); PD (Physical disability) and sensory needs.

Identifying and assessing pupils with SEND

In Breckon Hill Primary School, we use early and continuous assessment to identify the needs of all pupils. Within the classroom there will always be a range of need and the class teacher will plan to meet the needs of all pupils. They will also identify and allocate resources, including additional support from a teaching assistant or other adults (when available), as appropriate to ensure that all children make maximum progress.

If a teacher feels that a child may need additional support other than that which can be normally provided by Quality First teaching in the classroom, they will discuss these needs with the child's parents, as well as the school SENCO. This may lead to a referral to a specialist provider e.g. Speech Therapist; Educational Psychologist; Dietician; Occupational therapists or CAMHS. If a parent has concerns about their child's needs then we would encourage them to speak to their child's class teacher or the SENDCO, Mrs Helen Chapman.

The type and amount of provision a child will need

The teacher supported by the SENDCO, is responsible for determining provision – teachers are best placed to know the kind of differentiation that children require and whether additional intervention is needed to sustain or improve their progress. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual basis. The progress made by each child is tracked carefully by the teacher, SENDCO and other senior leaders.

Small group work

This will be planned by the teacher and may be run by the teacher or the teaching assistant. This means your child will engage in a group session with specific targets to support enhanced progress. This may take place within the class or just outside of the classroom.

Provision to support emotional wellbeing and complex needs

In Breckon Hill we have qualified THRIVE practitioners who with the support of class teachers, are able to identify and support children with some emotional difficulties. This can be provided as small group non-therapeutic support or individual support working 1 to 1 with an adult.

If children are struggling with their emotions and require therapeutic support Breckon Hill can provide one to one play therapy with a qualified play therapist through CATS (Child and Adult Therapy Solutions).

We have identified a need for a targeted KS2 provision to support vulnerable pupils who experience difficulties navigating social situations both within and beyond the classroom, which can at times result in behavioural challenges. This provision, known as The Link, aims to support pupils in maintaining emotional regulation and engaging more effectively with their learning. Some pupils will access The Link through a planned timetable, while others will attend on a responsive, as-needed basis.

We have identified the need to establish a 'high needs' mixed year group class (Hills) to enhance the learning experience and outcomes for pupils with high levels of SEND. This provision will support pupils with complex needs, including autism and significant speech, language and communication needs, by offering a structured, nurturing environment with targeted, specialist support. The class will enable more personalised teaching approaches, consistent routines, and appropriate interventions, ensuring pupils are able to access the curriculum effectively and make meaningful progress academically, socially, and emotionally.



Specialist provision delivered by outside agencies

This may be individual support for your child in school or at another location.

- School Nurse
- Educational Psychologist
- Speech and Language Therapy
- Sensory Teaching, Advisory and Support Service
- CAMHS
- Neurodevelopmental Assessment Service
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Treetops Occupational Therapy
- Children's Services



- The Cleveland Unit
- Early Years Specialist Support Service
- Outreach and Inclusion Service
- Sunflower Sensory Service
- Beverley School for Autism
- Holmwood Primary School
- Overfields Speech and Language Unit
- River Tees Multi-Academy Trust

Activities Outside School

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

Activities and school trips are available to all. The relevant risk assessments are completed, and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

Transition

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.

Parents are invited to play and stay sessions before entry to nursery and welcome meetings in reception. When changing classes in school, all the important information will be passed on to the new teacher in advance. Additional visits to the new teacher can be arranged for a child who requires them. If a child is anxious about a change in class, school can provide photographs of the new classroom, social stories or a book to support them to understand moving on.

If a child with SEND is moving to a new school, we will contact the SENDCO and ensure that the new school are aware of any special arrangements or support for the child. We will also make sure that all records about the child are passed on to the new school.

When a child with SEND transitions to secondary school, there can be extra transition visits to the new setting to support them through the move. The Year 6 team and the SENDCO meet with colleagues from the secondary schools to share all relevant pupil information and hand over SEND files.



The Local Offer

Middlesbrough Local Authority's local offer is published on the Local Authority website:

<https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/local-offer/>

The Local Authority point of contact for all SEND related issues can be contacted on 01642 201831 or via email at:
sen@middlesbrough.gov.uk

Complaints

If a parent/carer is unhappy about the arrangements made to meet the special educational needs of their child they should in the first instance discuss the matter with the SENDCO. In the event of no resolution to the issue, the parent/carer would be advised to speak to the Local Authority who would speak to the school in order to resolve any issues. If there were no resolution to the complaint the parent/carer would be given the school complaints procedures policy.

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher and/or the school SENDCO on 01642 243044