

Our **SEN Information Report** – which is part of Durham County Council’s Local Offer – provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated on 25th September 2022.

At St Michael’s Catholic Primary School we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

This SEND Information Report should be read alongside the school’s SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

## Key Contacts

- Head Teacher: Mrs. Christina Parker
- SENDCO: Mrs. Christina Parker
- SEN Governor: Mrs. Beverley Coult

To speak to either of the above, please call the school on 0191 3731205 to arrange an appointment or alternatively, email [stmichaels@durhamlearning.net](mailto:stmichaels@durhamlearning.net)

## SEND Admissions

For information on the admission of pupils with a disability, please visit the School Admissions section of our website and view the **Accessibility Plan** in our School Policies section.

If you would like to discuss your child’s special educational needs in more detail please contact the school to arrange an appointment.



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer

## Our SEN Provision

There are four broad areas of special educational need, these are:

- **Communication and Interaction**  
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- **Cognition and Learning**  
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**  
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**  
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

## The kinds of SEN that are provided for:

At St Michael's Catholic Primary School, we have experience of supporting children and young people with a wide range of need including:

- Autism
- ADHD
- Attachment disorder
- Dyslexia
- Developmental Co-ordination Disorder
- General Learning Difficulties
- Hearing Impairment
- Cerebral Palsy
- Speech and Language difficulties
- Social and emotional difficulties

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

## Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

St Michael's Catholic Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- Give every child the entitlement to a sense of achievement.
- Regularly review the policy and practice in order to achieve best practice.

## How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN:

Our SENDCo oversees the operation of the SEND Policy and works alongside class teachers and parents to coordinate provision for children with SEND. The class teacher will plan for the child and use regular assessment to ensure that progress in every area is made. This is Quality First Teaching and is where the work is highly differentiated and suits the needs of all children, it comes in the form of a lesson rather than an intervention programme.

Alongside Quality First Teaching, that your child will receive in lessons, there may be a Teaching Assistant (TA) or Higher Level teaching Assistant (HLTA) working with your child, either individually or as part of a group, if this is seen as necessary by the class teacher. Children may be taken out of the classroom for additional teaching sessions or intervention.

The most common areas within which a child may need extra support and input in our school are:

- Reading
- Comprehension skills
- Spelling
- Writing
- Speech, language and communication skills
- Fine motor and handwriting skills
- Gross motor skills
- Social interaction skills
- Emotional and mental well-being
- Mathematical understanding

We support these needs by providing:

- Additional teaching assistants to support during lessons
- one to one support, interventions and programmes for Maths, Reading, Motor Skills, Social Skills, Emotional needs
- small group interventions for Maths, Reading, Social Skills and Motor Skills
- resources and equipment e.g. coloured overlays, laptops/iPads, writing boards, wobble boards, spell-checkers, vocabulary books, computer software, recordable pens/whiteboards

More details on how we adapt information, our environment and curriculum can be found in the **Accessibility Plan** which you can find in the [School Policies](#) section of our website.

## How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called **Quality First Teaching**.

### Early Identification of Need

In our school, a child is regarded as having a special educational need or disability (SEND) when they require extra input above and beyond the usual differentiation and support provided by the class teacher and teaching assistants in order to make adequate progress.

Difficulty in one of these key areas may be recognised by the class teacher or parents, highlighted during an assessment or indicated by an outside professional such as an occupational therapist or educational psychologist. These initial concerns are discussed with parents and recorded on a 'Short Note' form.

Concerns are shared with the Special Educational Needs Co-ordinator (SENDCo) who may suggest strategies to implement within class or arrange for in-class support or a specific intervention to be put in place. These children are added to the SENDCo's 'Short Note' record and are closely monitored over the term.

Monitoring involves observations in lessons, and the analysis of work carried out in books as well as performance in assessments. Sometimes standardised assessment tools will be used to gather data, for example reading age.

In some cases it is necessary for a referral to be made to an outside agency such as the Educational Psychology Service, Cognition and Learning Team, Speech and Language, Occupational Therapy or the Movement Difficulties Service (for which parental consent is required) in order to gain a better understanding of a child's needs and what can be put in place to support them.

### SEND Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**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

As part of this approach every child with SEND will have an individualised SEND Support Plan that describes the child’s needs, outcomes & provision to meet those needs. Parents/carers and child (where appropriate) views are integral to the this process.

### **SEND Support Plans**

As well as Quality First Teaching, the teacher may also work in partnership with the SENDCO to find ways to support your child, including offering ideas on how parents can help to support children at home.

For children with a more complex special educational need, the level of support may require more intensive or specialised support. The school may need to liaise with external agencies in order to seek advice or specialist support for the pupil. A support timetable may be required to ensure all needs are being met across the week. Support may include:

- Continuation of all help your child receives during Quality First Teaching.
- Small group interventions
- One to one support in class and interventions
- Movement breaks and sensory diets
- Deployment of additional resources and equipment

Teachers, teaching assistants and the SENCO will continue to work together to find ways to support your child in school

The school should seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of your child’s needs
- Provide advice to schools on how to best support your child
- Suggest resources that would help your child make progress

Parents receive copies of SEND support plans and are invited to review meetings where the outcomes are reviewed and updated.

### **Education and Health Care Plans (EHC plans)**

There will be a very small number of children whose needs are so complex, life long and severe that they require the LA to undertake a Statutory Assessment for an Education Health and Care Plan.

This is a very detailed assessment of your child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an EHCP for your child. As a parent/carer you also have the right to ask the Local Authority to carry out this assessment although it is usually best if you do this with the support of the school.

For more detailed information see the [Local Offer](#)

## **Details of Identification and Assessment of Pupils with SEND**

To gain a clear picture of the strengths and needs of a child with SEND, it is important for us to carry out formal assessments, both within school and via outside agencies. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where they will progress. In addition to the assessments that all children take part in and depending upon their needs, other assessments may be needed. These **could** include:

### **Communication and interaction (SLCN, ASC)**

- Speech and Language Link Assessment
- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments of your child's needs

### **Cognition and learning (MLD, PMLD, SLD, SpLD)**

- Subject specific assessment e.g. SALFORD reading test to give a reading age
- Cognition and Learning Team assessments
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessment.

### **Social, Emotional and Health Difficulties**

- Talkabout Programme assessment tool by Alex Kelly
- CAMHS assessments
- Assess through observations of pupils

### **Sensory and/or Physical Difficulties**

- Occupational Therapy assessments.
- Handwriting and copying skills baseline assessment

Your child will be assessed against age related expectations for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). Aspirational targets are set for all children to ensure that all children make good progress, including those not ready to access the National Curriculum.

The outcomes of all assessments are shared with parents and carers at our Parent Evenings and a child's School Report. If other agencies are invited to work with your child, you will be invited to attend a meeting where the outcomes of these assessments and their next steps will be shared with you. If parents have any concerns then these can be shared with the class teacher and or SENCo who will arrange a meeting to discuss and resolve any difficulties.

### **Tailoring SEND support to individual needs:**

The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.

There are termly staff meetings with a focus on SEND where all staff can share any concerns regarding the children they work with. In addition, they can speak to the SENDCo at any time.

Teachers use assessments and observations of children to identify, review and evaluate their needs and gaps in their learning. We look at what we can provide to meet the child's needs and we discuss and measure the effectiveness of the interventions the children have undertaken that term. The results of pre and post-learning assessments are recorded on outcome sheets. At the end of each term, the SEND children receiving additional support are reviewed. Interventions are tweaked and adjusted as necessary to meet the current needs of the SEND children across year groups. Children on the 'short note' list may also form part of these intervention groups.

Different children will require different levels of support in order to bridge the gap to achieve age-related expectations which could be on a one to one basis, with a group, run by a teacher or teaching assistant in or out of class. Throughout the process, we keep an on-going dialogue with parents.

At St Michael's Catholic Primary School, we currently have children with a variety of needs in school and provide the following interventions to meet the needs of our children:

### **Support for children with physical needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Gross Motor Skills interventions.
- Fine Motor Skills interventions.
- Specialist group support from outside agencies e.g. Occupational Health; Hearing Impaired team
- Resources such as laptops/iPads, reading rulers, coloured paper, fiddle toys, writing slopes, chews toys, sensory room, wobble cushions etc.

### **Support for children with speech, language and communication needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Speech and Language interventions e.g. NELI
- Specialist group support from outside agencies e.g. Speech and Language Therapy; Speech and Language Support Programme (SALSP)

## **Support for children with social, emotional and mental health difficulties:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Friendship groups such as Getting Along and Lego Therapy
- 1:1 intervention programmes such as Anxiety Gremlins and Anger Gremlins
- Specialist group support from outside agencies e.g. CAMHs Mentoring and Counselling;

## **Support for children with cognition and learning needs:**

- Quality First Teaching, accessing a broad and balanced curriculum
- Maths and English specific group interventions
- Specific individual support for children whose learning needs are severe, complex and lifelong
- Range of teaching and learning styles
- 1:1 or small group support in lessons
- Dyslexia friendly approaches in all classes i.e. coloured background on interactive whiteboard, dyslexia friendly fonts, breaking down of instructions, reduction of information to be copied

## **Parental Concerns**

Should parents have any concerns regarding their children who have not as yet been identified as SEND, they are invited to meet with the class teacher and SENDCo. During the meeting, the concerns will be discussed and actions, if necessary, will be put in place with a timescale. These concerns and actions are recorded on a parent meeting form as well as a short note.

## **How children with SEND engage in all activities?**

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress, for example; we have a weekly celebration assembly where academic and non-academic progress is celebrated and then shared with parents on Facebook and Twitter.
- When planning activities such as visits and trips, SEND children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments.

## **How we evaluate the effectiveness of SEND Provision**

The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based.



The impact and effectiveness of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual outcomes
- pupils' work and interviews
- robust evaluation of policy and practice (in team and staff meetings)
- SENDCO/SLT/Governor monitoring
- Learning walks and observations of lessons and interventions
- Performance management
- Parent questionnaires

The SENDCO maps provision for each class. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCO
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

## Support for Emotional & Social Development

St Michael's Catholic Primary School is an inclusive school that consults with a range of agencies and partnerships to ensure the Emotional and Social Development needs of SEN children are met.

Inspired by Gospel values, staff believe that high self-esteem and resilience is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support is required.

Within school we have experienced members of staff who have received various training for supporting children with emotional difficulties and for promoting emotional well-being. These members of staff use interventions as strategies such as Relax Kids, Peer Massage, Mindfulness, anxiety gremlins, Getting Along etc. on a 1:1 basis with children. We also develop bespoke programmes in light of circumstances such as grief.

In order to access the best professional advice, we link with the Local Authority and private providers of additional services, such as Occupational Therapy, CAHMS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services, Emotional and Well-being and Effective Learning Team and Medical Professionals.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. When children behave in a way that promotes our Gospel values, they are given a family bead which they then add to the corresponding jar. (All children across the school are assigned to one of four Family Groups). The family that receives the most family beads each week gain a point and the family that gain the most points over the year receive a special treat in the last week. When a child behaves in an exceptional way, the class teacher or head-teacher sends a postcard home to inform parents of their special achievement. During celebration assembly, a variety of other trophies and certificates are handed out reflecting the hard work and behaviour of the children that week. Children are also encouraged to bring in trophies, medals, certificates etc. that have received outside of school.

St Michael's does not tolerate any form of bullying. Children are taught during PSHE lessons about what bullying is and what to do if they feel they or someone they know is being bullied. Some of our pupils form part of an Anti-Bullying Committee which is supported by a teaching assistant trained in supporting pupils with social and emotional difficulties. Our ABC members have a daily duty timetable and there are up to four ABC members on duty every breaktime. We also have a Buddy Bench so if any children feel upset or lonely they can sit on the Buddy Bench then an ABC member will approach them to see if they can be of any help. If the problem can not be resolved by an ABC child then the children will ask a member of staff to take over.

## Looked After Children with SEND

We have a Designated Teacher for Looked after Children (Mrs C.Parker) who is also the SENDCO. She ensures all teachers in school understand the implications for those children who are looked after and have SEND.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the **Assess, Plan, Do, Review** cycle. The process will start with a Short Note and following the identification of need an SEND Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

## **SEND Transition**

### **How we support children/young people with SEND starting at our school**

Families and children are provided with the following opportunities:

- New parents open evening (the Summer term)
- New parents curriculum evening ( Autumn term once the children have started school)
- Children's visits to Foundation class in the Summer Term (two half days and one full day)

At St Michael's Catholic Primary School we have a flexible approach and additional visit opportunities or multi-agency meetings can be organised if required. We also meet with the nursery staff of SEND children and any other professionals currently working with the child prior to their start date in September.

### **How we support children/young people with SEND moving between classes in our school**

Transition from each year group is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. This is known as 'Change-Over Day' and takes place during the final half term of the year. Class teachers will meet to discuss the children they are handing over before the new school year. When end of year SEND review meetings are held in July, new class teachers will attend these.

### **How we support children/young people with SEND leaving our school**

We work in partnership with our feeder secondary schools (Most of our pupil's will go to St Leonard's Comprehensive School) to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools.

The period of transition depends on the individual needs of the pupil. If it is felt appropriate secondary school colleagues (the SENDCo, the Head of Year and the Transition worker) will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We have found this strategy particularly

useful in easing any worries or concerns parents and pupils may have. We are particularly keen to involve parents/carers as much as possible in their child's transition to secondary school.

## SEN Specialist Expertise

### SENDCO and SEND Staff

Our SENDCO: is Mrs C. Parker. (Ba Hons; PGCE; PGC Dyslexia; AMBDA)

Mrs Parker (Headteacher) has been in the role of SENDCO since 2009. Mrs Parker, as well as having a degree in Psychology, has the National Award for SEN co-ordination and a Post-graduate Certificate in Teaching Pupils with Dyslexia. She is an associate member of the British Dyslexia Association. In addition, Mrs Parker has attended many SEND-related courses based on areas such as ADHD, motor skills, ASD, and Working Memory.

We currently have 4 full time teaching assistants, 2 part time teaching assistants and 1 full-time higher-level teaching assistant (HLTA). These teaching assistants are either assigned to particular classes or particular children requiring 1:1 support.

Various members of staff are trained in the following areas:

- Speech and Language Skills
- Attachment difficulties
- Relax Kids Therapy
- Depression in Children
- Drawing and Talking Sessions
- Motor Skills
- Autistic Spectrum Disorder
- ADHD
- Dyslexia
- Social stories
- Therapeutic Story Writing
- Magical Spelling
- Working memory

More details of the SENDCO's role can be found in the **SEND Policy** which you can find in the [School Policies](#) section of our website.

### External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment

- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These include:

- Durham County Council Local Offer
- Durham SEND Information, Advice and Support Service
- Local Authority Special Educational Needs Inclusion Team
- Durham Educational Psychology Service
- Durham One Point Hub
- Health Agencies, particularly School Nurse Service.
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Autistic Spectrum Disorder Team
- Durham Movement Difficulties Service
- Tree Tops Occupational Therapy Service for Children
- The Service for the Hearing Impaired
- The Service for the Visually Impaired
- Educational Social Worker
- Looked After Children Team
- Learning Difficulties and Disability Support Service
- Occupational Therapy
- Medical Practitioners
- Pathfinders

## How We Secure Specialist Expertise

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body.

This is used to support children and young people with SEND by:

- Prioritising funding to tailor learning to ensure small steps of progress are continually made by all SEND learners.
- This Year, the majority of this money will be spent on experienced Teaching Assistants who work with children on a one to one basis, within class and as part of small group interventions.
- The small amount of remaining money will be spent on resources to aid the learning of children with SEND such as books, computer software and motor skills equipment.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. This is known as **Top Up Funding**

To apply for Top Up Funding, a Costed Provision Map will be developed detailing the cost of all additional support and resources the child requires. The school is required to pay the first £6000 towards the additional support with the LA then considering if they will contribute further funding. They take into account the information outlined

on the child's SEND Support Plans and require evidence of the graduated approach being implemented.

## Consulting with our SEND Pupils, Parents & Carers

### **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:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENDCO;
- Through a review of a child's SEND Support Plan or the Annual Review of their EHC Plan.

We appreciate that there will be times outside of the planned review meetings when parents may have concerns about how their child is getting on at school. To ensure that your concerns can be discussed thoroughly, we ask that parents make an appointment to speak to the class teacher at a time that is convenient for everyone as it is not always possible for teachers to meet without prior notice at the end of the school day.

### **Consultation with Children and Young People with SEND**

Teachers/SENCO and Support Staff will work with children to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children have regular opportunities to discuss their progress and support with the staff that work with them.

The SEND children attending our school are aged 4-11 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when some have communication difficulties.

We use the following strategies:

- Regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Discuss with the children their views on the progress they are making
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

## Compliments, Complaints & Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the Contact Us section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school **Complaints Policy** should be followed.

Further information can be found in the **Complaints Policy** in the School Policies section of your website or by visiting the Durham County Council Local Offer website.

## Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy