Bullion Lane Primary School

Bullion Lane
Primary
School

SEND Information Report

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Context

The SIR guidance reflects the statutory duties of **all** educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the Special Educational Needs and Disability Code of Practice 2015.
This document is primarily for schools who have a Durham County Council Website SLA and is useful as a supporting guidance tool in conjunction with the Send Information Report (SIR) Guidance document.
The aim of this supporting document is to assist the Special Educational Needs Coordinator (SENCO) to identify the information required to meet all the statutory duties and then publish on the **Durham County Council SLA School website** in the layout approved and agreed by DCC SEND Advisory Team.

Duties & Responsibilities

The governing bodies of maintained schools and nurseries and the proprietors of academy schools have a legal duty to publish information on their websites with regard to policy and practice to deliver high quality SEN provision. This is called the **SEN Information Report.**

Please refer to the Guidelines SEN information Report for a full list of duties and responsibilities. The information within the report **must** be updated annually and this should be detailed on your introduction page of your website template.

Introduction

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 23th October 2026. It is updated annually with views of parents/carers taken into consideration. It is monitored, evaluated and ratified by our governing body, through our SEND governor. At Bullion Lane Primary School, we recognise that all children are entitled to a quality of provision that will enable them to achieve their full potential. We firmly believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement while working in partnership with other agencies in order to provide a positive educational experience for all of our children, including those with a special educational need or disability. At Bullion Lane Primary School, we strive conscientiously to ensure that all pupils, regardless of their specific needs, make the best possible progress. This SEND Information Report should be read alongside the school's **SEND Policy**, the Equalities Information and Objectives and the **Accessibility Plan**.

Key Contacts

o Miss S Barningham - Headteacher

o Mr A Soppitt – SENDCo

o Mrs J Stephenson – SEN Link Governor

All of the above can be contacted via the school office on 0191 388 2482

SEND Admissions

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

If you would like to discuss your child's SEN 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 Bullion Lane Primary School, we have experience of supporting children and young people with a wide range of need including:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Chromosome Abnormalities
- Pathological Demand Avoidance Syndrome (PDAS)
- Specific Learning Difficulties (SpLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Moderate Learning Difficulties (MLD)
- Sensory Impairment Social,
- Emotional and Mental Health Needs Speech,
- Language and Communication Needs

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.

At Bullion Lane Primary School, we offer a bespoke and tailored provision to our children. We aim to deliver high quality provision for children and families. In order to meet this challenge, our school has:

- Consistent use of the graduated approach to SEND, ensuring early identification and intervention to provide the very best for our children.
- A high level of teaching support, to ensure that children with additional needs are well supported both in lessons and in intervention programmes.
- A curriculum, tailored to the needs of the child with adequate staffing, differentiation, teaching style and resources.
- A dedicated SENDCo, fully committed to inclusion and ensuring access to high quality experiences for all children.
- Access to a range of external advice and support from relevant professionals.

Some examples of additional provision that our school has offered include:

- Dedicated autistic friendly classrooms for KS1 and KS2 children who struggle in a mainstream classroom for extended periods of time.
- Individual teaching, following bespoke and dedicated programmes to address individual, specific needs. These can also be bespoke recommendations provided by external professionals.
- Small group focus work to address any shared issues, for example fine motor skills groups.
- Additional resources to enable better access to the curriculum, such as coloured overlays and writing slopes.
- Thorough assessments undertaken by school staff or relevant education, health or social care professionals.
- Skilled and dedicated Teaching Assistant support within and outside of the classroom, in order for work to be further differentiated to meet bespoke needs.

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:

Support for children with physical needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed
- Specialist assessment and recommendations from NHS Occupational Therapy Team
- Specialist assessment and recommendations from Durham County's Physical and Sensory Team

Support for children with speech, language and communication needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed
- Regular speech and language interventions
- Specialist assessment and recommendations from NHS Speech and Language services
- Specialist assessment and recommendations from Durham County's Social Communication Team

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

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed
- Dedicated pupil support worker in school
- Timetabled friendship intervention groups
- Timetabled social skills intervention groups
- Timetabled emotions intervention groups
- Specialist assessment and recommendations from Child and Adolescent Mental Health Service (CAMHS)

- Specialist support from the school counselling service

Support for children with cognition and learning needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed
- Timetabled Maths and English specific interventions
- Timetabled working memory / visual perception interventions
- Specialist assessment and recommendations from Educational and Psychological Consultants
- Specialist assessment and recommendations from Durham County's Cognition and Learning Team
- Specific and individual support for children whose learning needs are severe, complex and lifelong
- A rich and varied range of teaching and learning styles
- An innovative, supportive, broad and balanced curriculum designed to engage children and to meet the needs of all learners
- A vast range of extra-curricular activities, including enrichment activities and academic catch up groups

Support for children with English as an Additional Language:

- Access to specialist support via Durham County's EAL link worker

Children with SEND are closely monitored and supported through their time at our school. Our SENDCo regularly reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision.

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. The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff. At Bullion Lane Primary School, all teachers make regular assessments of progress for all children. This seeks to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can also include progress in areas other than academic attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition into adult life. The first response to such progress is always high-quality teaching targeted at their areas of weakness.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Follow the graduated approach as outlined in the SEN Code of Practice
- Work in partnership with parents/carers and pupils
- Consult with relevant external agencies to gain specialist advice and support
- Use assessment tools & materials in school to assess and monitor needs
- Use observations
- Use Short Notes to ensure needs are identified at the earliest opportunity

SEN 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 – we identify the difficulties they are experiencing and the barriers to learning they may possess. This may be done at school level or require further assessment from external professionals.
- Plan the provision to meet your child's aspirations and agreed outcomes – our SENDCo will collate information from the assessment stage to provide bespoke support for each child, relevant to their learning needs. Parents and children play a vital role in this stage of the process.
- Do put the provision in place to meet those outcomes – a host of qualified staff will run interventions (group or individual) to ensure the children are in receipt of effective provision. These interventions are closely monitored by the SENDCo.
- Review the support and progress – the SENDCo identifies the effectiveness of each intervention – on an individual and group level to ensure effective value for money and quality of provision. Where insufficient progress has been made, immediate steps are taken to address this. We hold regular reviews of the children's academic progress and attainment, as well as reviewing outcomes from SEN support plans. We also carefully monitor how children achieve socially and emotionally to ensure that the holistic needs of a child are met. Again, parents and children are an integral part of this process.

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

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An EHCP plan is for children who require more support than is currently available within school through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs. Children at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually (mid-term reviews are undertaken at the end of each academic term). At present, we have one child at Bullion Lane Primary School who have an Education, Health and Care Plan. This child has a bespoke curriculum, individualised to themselves to meet their complex needs with tailored support.

For more detailed information see the [Local Offer]

Details of Identification and Assessment of Pupils with SEN

It is often the case that children will join us at Bullion Lane Primary School with their parents having a clear and comprehensive understanding of their child's special educational needs. At Bullion Lane Primary School, we value parents and their contribution as partners in their child's educational carer and strive to build positive and long-lasting relationships. However, it may sometimes be the case that school staff notice an initial concern with regards to the individual child's learning and development. In these circumstances, we consult with parents at the very earliest of opportunities to discuss our concerns and to agree on what is the best course of action to take. Initially, this may simply be to monitor and observe the child very closely, providing minor adjustments and using Quality First Teaching as the primary response. For some concerns, it may be relevant to discuss the involvement of external specialist support, such as Educational Psychology or Occupational Therapy. It is imperative to understand that the involvement of professionals does not always seek to 'label' or 'diagnose' children, but to seek specialist advice and support to enable them to reach their full potential. SENDIASS offer support to parents throughout the entire process and here at Bullion Lane Primary School, we welcome their involvement and advocacy for parents.

At Bullion Lane Primary School, each class teacher is responsible for all children in their class, including those with SEND. They work alongside the Special Educational Needs Coordinator (SENDCo) to plan for the needs of children with SEND and also work closely with their parents. Close monitoring and early observation are then used to tailor the curriculum to meet the special educational needs of each child using methods of delivery that are appropriate to their need. If there is ever evidence that this is not occurring, the SENDCo will initiate training to challenge staff and enable them to provide a curriculum that ensures equality and diversity for all.

At Bullion Lane Primary School, we have 9 full time equivalent (FTE) teachers, 2 part time equivalent (PTE) teachers and 16 teaching assistants who work with all children, including those with SEND. They have a wealth of experience and have supported children with a wide range of needs. Additionally, our school has a Pupil Support Worker who specialises in removing barriers to learning with regards to Social, Emotional and Mental Health aspects of development. The SENDCo regularly reviews the

qualification needs of all staff to ensure they match the needs of the children we have in school and additional training is arranged if required. This ensures that teaching styles and methods are appropriate and up to date, enabling SEND children maximum access to the curriculum. As a school, we continually support each other and share expertise to ensure our teaching styles can be adapted appropriately so all children reach their full potential.

Children with SEND are supported in a number of ways; through one to one support, group activities or whole class work. The teacher of each class will ensure that everyday activities within the curriculum can be adapted to ensure all children are fully involved at the correct level. Some children will benefit from intervention groups, whereby they are removed from the class for a minimal period of time in order to address needs that are bespoke to them. Here at Bullion Lane Primary School, we recognise that every child with SEND is unique and therefore the provision that we offer is based on each child's bespoke needs. Our school strives to deliver high quality provision to each and every child and each member of staff is dedicated to the inclusion of all children.

At Bullion Lane Primary School, children with SEND's progress and attainment is measured against National Curriculum measures. Progress and attainment are also closely monitored via close scrutiny of SEND support plans and achievement of personal outcomes. Pupil Progress Meetings are held between the SENDCo and class teachers in order to ensure rapid and sustained progress. Where this has not been the outcome, immediate action is taken

For further information please view or download our **Accessibility Plan** which can be found in the [School Policies section] of our website.

How children with SEN 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.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.

How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutinies
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Audit and scrutiny of SEN support plans
- Monitoring of provision via SEN Class portfolios

Support for Emotional & Social Development

At Bullion Lane Primary School, we pride ourselves on being very inclusive and ensuring the safeguarding and emotional wellbeing of every child. To successfully match our children's pastoral or social or emotional need, there are some actions that we may take to achieve this:

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

Looked After Children with SEND

Our Designated Teacher for Looked after Children is also our SENDCo. This ensures all teachers in school understand the implications for those children who are looked after and have SEN.

The Designated Teacher for Looked After Children and SENDCo Mr A Soppitt

To ensure a supportive and empathetic induction for Looked After Children admitted to our school, the following arrangements are in place;

- Children and carers will be invited into school to meet with the Head Teacher and will be shown around the school, introduced to staff and introduced to their prospective class teachers and peers.
- The Designated Teacher / SENDCo will liaise with carers and professionals linked to the child.
- If the child has already been in an educational establishment, the Designated Teacher / SENDCo will liaise with the relevant professionals of the previous setting.
- A smooth transition will be developed by all relevant parties.

SEN Transition

How we support children/young people with SEN starting at our school

As well as having our own Nursery, we work closely with local nurseries and can arrange liaison with childminders and other services upon request. Transition days are offered as part of our universal provision, although this can be tailored to meet the needs of the individual child if it is felt that additional days would be of benefit.

How we support children/young people with SEN moving between classes in our school

Children have the opportunity to visit their new class on transition days in the Summer Term. Teachers also meet to share information about those children who require additional support and to share effective provision.

How we support children/young people with SEN leaving our school

We work closely with local secondary schools to provide carefully planned support and consistency as part of the transition process. Where necessary, we can provide extra visits for some children or arrange outreach support from the secondary school. If a child has an Education, Health and Care Plan the Local Authority Case Worker will attend the child's annual review to contribute to a smooth transition.

SEN Specialist Expertise

SENCO and SEN Staff

Our SENDCo is Mr A Soppitt. He can be contacted through the school on 0191 388 2482.

More details of the SENCO's role can be found in the **SEN 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 SEND Information, Advice and Support Service]
- Durham County Council Local Offer
- Child and Adolescent Mental Health Service
- Learning Disability Services o Speech and Language Therapy
- Autism Spectrum Disorder and Communication Difficulties Team
- Behaviour Support Service
- Crisis Response Team
- Hearing Impairment Team
- Educational and Psychological Consultants
- NHS agencies, such as Occupational Therapy
- School Nurse Service
- Durham Movement Difficulties Service
- Early Help Support for Families

How We Secure Specialist Expertise

Our Additional Needs Budget is used to support children and young people.

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

- Appointment of support staff who deliver specialised programmes of support to children requiring these.
- Training for staff to enable delivery of support sessions.
- Purchasing of specialised resources relating to support programs.
- Purchase of specialised resources for individual children, based on presenting needs.
- Purchase or adaptation of current resources to enable children to access Quality First Teaching.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

Consulting with our SEN Pupils, Parents & Carers

Consultation with Children and Young People with SEND

Teachers/SENCO 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. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through discussions in class and through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have SEN support packages or Education, Health and Care Plans can discuss their targets and views with their teacher, a learning mentor or the Special Needs Co-ordinator and have their views sought whilst writing a "My Story" document.

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 SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Compliments, Complaints and 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 SEND Information, Advice and Support Service] 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 o Inclusion Policy
- Equality Policy
- Equality Information and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy
- Complaints Policy

If you would like to discuss your SEND requirements in detail please [contact the school] to arrange an appointment.

Disability and Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What we do to prevent pupils with disabilities from being treated less favourably:

- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- Plan to increase access to education for disabled pupils
- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- Nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally
- Secure an inclusive learning environment and to support individual pupils
- ensure teachers and staff have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

The facilities to assist access are outlined in our **Accessibility Plan** which you can find in the [School Policies] section of our website.

Our Accessibility Plan and the short, medium and long term actions, will be reviewed and adjusted on an annual basis and a new Accessibility Plan will be produced every three years.

The Accessibility Plan contains relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary.

- Increase access to the curriculum for pupils with a disability. This covers reasonable adjustments within teaching and learning, specialist aids and equipment and the wider curriculum of the school, such as after school clubs, visits etc,
- Improve the provision of information to pupils, staff, parents and visitors with disabilities. All information will be made available in various formats within a reasonable time frame.

Equalities

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010.

As part of our duties we publish:

- an **Equalities Information** profile of our school based upon the protected characteristics of the Equality Act 2010 – this is updated and published every year
- our school's **Equality Objectives** – these are reviewed annually and updated at least once every 4 years
- for further information please view or download our **Equalities Policy** and **Equalities Information and Objectives Policy** in the [School Policies] section of our website.