



Ward Jackson Church of England Primary School

SEND Information Report 2026-27

What is the SEND Information Report?

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

Within this report you will find out key information such as:

- Our school's admission arrangements for pupils with SEND or disabilities
- The steps we have taken to prevent pupils with SEND being treated less favorably than other pupils
- Details of our school's access facilities for pupils with SEN.

Who can I talk to about my child with SEND?	At Ward Jackson Church of England Primary school, we endeavour to help your child achieve their maximum potential. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to; The Special Educational Needs/Disabilities Co-ordinator (SENDCo) – Mr Savage The Headteacher – Miss Sparkes The school's SEND Governor – Miss Emma Daly Specialist SEND TAs – Mrs Emerson & Miss Cass These members of staff work closely together to ensure that information is passed on in a timely manner and that the needs of your child are actioned.
What types of SEND might you see at Ward Jackson C of E Primary School?	Where school are notified of a child with a specific SEND need we will provide if appropriate a curriculum that is broad and balanced and fully inclusive. Special educational needs and provision can be considered as falling under four broad areas as identified in The Code of Practice (2014): Communication and interaction (CI) Cognition and learning (CL) Social, emotional and mental health (previously behavioural, social and emotional difficulties) (SEMH) Sensory and/or physical (S/P) 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.

Autistic children and young people may experience differences in communication, social interaction, sensory processing and flexibility of thinking. Every autistic child is unique and strengths are recognised alongside areas where support may be required.

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.

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, 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.

Sensory and/or physical needs

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 multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum for those with a single sensory impairment. 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. Ward Jackson CE Primary School recognises and celebrates neurodiversity. We understand that children learn, communicate and experience the world in different ways. We seek to remove barriers to participation through reasonable adjustments, adaptive teaching and inclusive practice, whilst recognising each child's strengths and individuality.
How does the school identify children and young people with SEND and assess their needs?	Children are identified as having SEND through a variety of ways including the following: - Liaison with the previous educational setting - Tracking information – is the child performing below age expected levels? - A 'new starter' tracking system which includes meeting with new parents in the first week of attendance. - School based assessments carried out initially by the class teacher - Further school-based assessments carried out by the inclusion Leader where concerns raised - Concerns raised by parents - Concern raised by school staff - Concern raised by pupil - Liaison with external agencies - Health diagnosis Ward Jackson CE Primary School works in line with Hartlepool Borough Council's Expert at Hand model. This approach enables school staff, parents/carers and professionals to work collaboratively to identify needs early, access specialist advice and strengthen support within school. Consultation through the Expert at Hand process may involve Educational Psychology, Speech and Language Therapy, Occupational Therapy, SEND Specialist Support Services and other relevant professionals.
What are the arrangements for consulting parents of children with	If you have any concerns about your child's progress or wellbeing, you should speak to the class teacher initially. Information can be shared about what is working well at home and school, so that similar effective strategies can be used.

SEND and involving them in their child's education?	The SENDCo is also available to meet with you to discuss your child's progress and wellbeing should you continue to have concerns/worries. Please contact the school office to make an appointment or your child's class teacher at the start or end of the school day. The school's SEND governor can also be contacted via the school if you wish. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. This may be done via the class teacher at the start or end of the school day, a telephone call from the class teacher or SENDCo or a letter from the class teacher or SENDCo. The meeting will be an opportunity to:
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	• Listen to any concerns you may have. • Plan any additional support your child may need. • Discuss with you any referrals to outside professionals to support your child. Please do not be alarmed should the school contact you to discuss your child's progress and needs. The wellbeing and effective provision for every child is of paramount importance to us and we want to work in partnership with you to ensure that your child thrives and achieves the best that they possibly can. Should the outcome of the meetings and reviews be that your child is registered as having a Special Educational Need or Disability, you will be fully involved in the process and future provision which may include; • Information from outside professionals being discussed with you and the person involved directly, or where this is not possible, in a report. • Individual Learning Plans (ILPs) will be reviewed with you every term. • A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child. • Regular meetings, termly or half termly, to review your child's progress, attainment and wellbeing. These meetings may be with your child's class teacher, the SENDCo, an outside professional or all the aforementioned. These meetings should always be approached positively with your child's needs and effective provision as the focus.
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What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?	Your child's progress will be continually monitored by their class teacher to ensure they achieve their potential. Their progress will be reviewed formally with the Headteacher and SENDCo every half term in reading, writing and maths. At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally. Where necessary, children will have an Individual Support Plan, based on curriculum levels or based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a plan made.
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	Should your child require additional support, professionals from other agencies may have been involved and an Individual Support Plan has been in place for a year or more, you will be invited to help create a 'Coordinated Support plan' for your child which takes account of all their needs as well as advice from other agencies such as Educational Psychology, Speech and Language or Occupational Therapy for example. This will be a robust document which clearly sets out the provision needed and how school will meet your child's needs. The progress of children with an Education and Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education including parents or carers. A Coordinated Support Plan will already be in-place prior to an EHC being granted by the Local Authority. The SENDCo will also check that your child is making good progress. Regular lesson observations and Pupil Progress Meetings will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
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What are the arrangements for supporting children and young people in moving between phases of education?	We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school: The Foundation Stage Leader or Class Teacher will liaise with other providers when appropriate. Your child will be able to visit our school and stay for a taster session, if this is appropriate. A 'new starter' tracking system which includes meeting with new parents in the first week of attendance or prior. If your child is moving to another school: We will contact the new school's SENDCo and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school. We will make sure that all records of your child are passed on as soon as possible. When moving classes in school: Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place, with their new teacher.
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	Individual Support Plans, Coordinated Care Plans and EHCPs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. In Year 6: The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. Where children have an EHCP, a transition review meeting, (to which you will be invited), will take place with the SENDCo or representative from the new school. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
What is the school's approach to teaching children and young people with SEN?	A - Class teacher input, via excellent targeted classroom teaching (Quality First Teaching). Our first response to any additional need is high-quality Ordinarily Available Provision. This includes adaptive teaching, visual supports, clear routines, reasonable adjustments, sensory supports, overlearning opportunities and personalised strategies which enable children to participate successfully alongside their peers. For your child this would mean; That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand. That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning using concrete manipulatives in mathematics for example. Specific strategies (which may be suggested by the SENDCo) may be put in place to support your child to learn. Your child's teacher will have carefully checked on your child's progress and may decide that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

	Consistent Lesson Structure Across the school, teachers use a consistent lesson sequence designed to reduce cognitive load and support all learners, including those with SEND. This predictable structure helps pupils understand what to expect, make links with prior learning, develop confidence and engage more successfully in lessons. By breaking learning into manageable steps and providing regular opportunities for retrieval, modelling, guided practice and independent application, pupils are supported to retain knowledge and develop deeper understanding over time.
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Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from a variety of outside agencies.

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to how we best support your child.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

	After all advice and assessment reports have been submitted, the Local Authority will consider whether your child's needs require provision that is additional to, or different from, that which is ordinarily available within mainstream schools. If it is agreed that an Education, Health and Care Plan (EHCP) is necessary, the Local Authority will issue a plan outlining your child's strengths, needs, desired outcomes and the provision required to support them. If an EHCP is not issued, the school will continue to work with parents/carers and relevant professionals to ensure appropriate support remains in place through the graduated approach. An EHCP is a legally binding document that sets out a child's special educational needs, the outcomes they are working towards and the educational, health and social care provision required to help them achieve those outcomes. Provision will be delivered in a way that best meets the child's needs and may include adaptations to teaching, specialist interventions, adult support, specialist resources and advice from external professionals. Support may be provided within the classroom, through small-group work, individual programmes or specialist interventions. The specific arrangements will be determined by the child's needs and the provision outlined within their EHCP, with progress reviewed regularly in partnership with parents/carers and professionals.
<u>Inclusive Practice and Nurture</u>	Inclusion is at the heart of our provision. Through a combination of high-quality teaching, nurture-informed practice, adaptive approaches and targeted support, we aim to ensure every child feels safe, valued and able to succeed. We recognise that some pupils require support that extends beyond academic learning and therefore place equal importance on emotional wellbeing, communication development, social relationships and self-regulation. Our nurture provision complements classroom learning and supports children to develop the confidence, resilience and skills necessary to engage successfully in school life.
<u>How are adaptations made to the curriculum and the learning environment of children and young people</u>	The school is fully compliant with DDA (Disability Discrimination Act) requirements. The school building is on one floor with accessible facilities for wheelchair users. There are two disabled toilets on site. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Classrooms are adapted according to the needs of the pupils. This may include making areas bright and colourful or making

<u>with SEND?</u>	them calmer and more subdued. It may also involve creating spaces specifically for STEAM (Science, Technology, Engineering, Art and Design and Mathematics) or having large/bold typed resources or sound boosting technology available. After-school provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.
<u>What expertise and training do staff have to support children with SEND and how will expertise be secured?</u>	The SENDCo's job is to support the class teacher and any other staff with children with SEND difficulties. Staff receive ongoing training in: • SEND and inclusion. • Neurodiversity. • Communication and interaction needs. • Autism. • Speech, language and communication. • Sensory processing needs. • Social, emotional and mental health needs. • Trauma-informed practice. • Nurture approaches. • Adaptive teaching. The SENDCo works closely with Hartlepool Local Authority and external professionals to ensure staff expertise continues to develop.
<u>How does the school evaluate the effectiveness of the provision made for children with SEND?</u>	We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluation. This includes looking at: Quality of Education (Intent, Implementation and Impact) Behaviour and attitudes Personal Development Leadership and Management Governors are involved in this process and receive regular reports through the school's Raising Achievement Committee. The SENDCo meets with the SEND governor once per term. Any interventions such as additional funding and pupil premium are identified and tracked to ensure the impact is effective.

<u>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</u>	We do not provide any activities for children that could not be accessed through adaptations for SEND children. Teachers and other professionals differentiate planning and tasks to ensure that all children can access the lessons.
<u>What support is available for improving emotional and social development, including pastoral support arrangements, for listening to the views of children with SEND?</u> <u>What measures are in place to prevent bullying?</u>	We recognise that some children require additional support to develop their emotional wellbeing, social skills, resilience and self-regulation. At Ward Jackson CE Primary School, listening to and valuing children's views is central to our inclusive approach. Pupils are encouraged to share their thoughts, feelings and aspirations through regular discussions with trusted adults, review meetings, pupil voice activities and individual support planning. Our Inclusion Team, comprising the SENDCo, pastoral staff and specialist support staff, work together to promote the wellbeing of all children and families. Staff are trained in a range of approaches, including Emotional Literacy Support (ELSA) principles, emotional regulation strategies and nurturing interventions. Support may be delivered through individual mentoring, small-group work or targeted interventions based on identified needs. Ward Jackson CE Primary School operates a graduated nurture provision designed to support children experiencing barriers related to communication, interaction, emotional regulation, social development, learning readiness and wellbeing. Support may include: • Small-group nurture teaching. • Emotional literacy interventions. • Regulation and sensory support. • Communication and interaction support. • Individual pastoral mentoring. • Zones of Regulation approaches. • ELSA-informed practice. • Targeted SEMH interventions. • Adapted curriculum pathways where appropriate. Nurture provision is regularly reviewed through the Assess-Plan-Do-Review process and children remain fully included within the wider school community wherever possible. The school promotes positive relationships, respect and inclusion throughout all aspects of school life. Personal Development and PSHE education support children in understanding themselves and others, developing healthy relationships and learning strategies to manage emotions safely and appropriately. Preventing bullying is a key priority. We have a clear anti-bullying approach and encourage pupils to report concerns to any trusted adult. Staff respond promptly to concerns, support those affected and work with all parties involved to restore positive relationships. Additional support is provided where necessary to ensure that all children feel safe, valued and able to thrive. Where a child requires further support, the school will work closely

	with parents/carers and may seek additional advice through Hartlepool's Expert at Hand model or other appropriate external services. This ensures that support is tailored to the child's individual strengths and needs.
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How do you involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEND and supporting their families?	<u>School provision</u> Teaching Assistants mainly work in classrooms supporting small groups during core-curriculum lessons each morning. Intervention is run in small groups outside the classroom mainly by Teaching Assistants but sometimes by a teacher in the afternoons. <u>Additional Provision delivered in school</u> Educational Psychology Service SALT (Speech and Language Therapy) Early Help Team Parent Partnership Service School Nurse Occupational Therapy Physiotherapy CAMHs Lifeline Alliance Expert at Hand SENDIASS SEN Support Service
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What are the arrangements for handling complaints from parents of children with SEND about school provision?	Complaints for parents of children with SEND follow the same procedures as all complaints and are outlined in our complaints policy.
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Reviewed: September 2027 **To be reviewed** September 2028