Caedmon Primary School SEN Information Report

Special Educational Needs Information Report for Caedmon Primary School September 2026

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This report is to inform parents/carers, prospective parents/carers and other interested parties on Caedmon Primary School's provision for children with Special Educational Needs and Disabilities.

At Caedmon Primary, we believe that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Caedmon Primary School is inclusive and may offer the following range of provision to support children with communication and interaction; cognition and learning difficulties; social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

How does the school know if children need extra help, and what should I do if I think my child may have special educational needs?

- We encourage parents/carers to share information with us and to discuss and raise any concerns they may have as early as possible. Parents/carers should discuss any concerns with the child's class teacher. We encourage on-going home school communication.
- We assess children's ability as soon as they come into school and track their progress carefully. Evidence is gathered in a variety of ways starting, if necessary, by liaising with health professionals once a two year old developmental check has been carried out. Nursery staff quickly begin to implement a programme of support if needed. The Early Years Foundation Stage (EYFS) staff also carry out stringent milestone checks at key points in the year. The identification of special educational needs (SEND) is part of our usual practice - all teachers meet to discuss pupil progress and attainment with the Headteacher and Assessment lead. This happens on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings. If it is thought that children are making inadequate progress in any of the four areas of S.E.N.D: communication and interaction; cognition and learning; social, mental, emotional health or that they have sensory and/or physical needs, teachers speak to the SENDCO to relay their concerns. The SENDCO then investigates and will arrange a more in-depth assessment by external professionals as appropriate.

Speech, Language & Communication Needs (SLCN)

Children may have a persistent developmental difficulty with speech and language more specifically with producing speech sounds accurately, formulating sentences, understanding, social interaction and/or fluency, stammering. voice problems, such as hoarseness and loss of voice. understanding language or understanding what is being said to them.

Communication and interaction – Autism

The child may present with a range of communication and interaction differences which challenge their learning and social inclusion which result from Neurodivergence. Autism is a neurodifference for which there is a high chance of comorbidity with other conditions such as ADHD. A child may be affected in variety of ways which may change over time. Children may not understand or use social rules of communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Children with learning difficulties may make progress at a slower rate than their peers, despite high-quality teaching and appropriate scaffolding. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children 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 and may impact on their learning and social inclusion. 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 may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Physical and Sensory

Physical and Medical
May have a medical condition that impacts on time in school and may require a medical care plan.
May need intervention from Heath Professional i.e. Occupational Therapist or Physiotherapists.

Hearing Impairment
Children will have a range of hearing loss which affect their language and communication development. Children with a permanent hearing loss are identified by local audiology and ENT departments and referred directly to the Sensory, Teaching and Advisory Service (STARS) and through newborn hearing screen programme. When a referral has been made support is offered by specialist staff from the team to children, families, and schools/settings.

Visual Impairment

Vision impairment means that a person's eyesight cannot be corrected to a “normal” level. Vision impairment may be caused by a loss of visual acuity, where the eye does not see objects as clearly as usual. It may also be caused by a loss of visual field, where the eye cannot see as wide an area as usual without moving the eyes or turning the head.

Dual Sensory Impairment

Dual sensory impairment' refers to people who have both sight loss and hearing loss. It is sometimes also called 'deaf blindness', though some people only use this to refer to more severe impairments.

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Throughout all of the schools we monitor and track the progress of all children by an ongoing process of assessing, planning, teaching and reviewing. Children with SEND may be identified at any stage of this process during their school life.

When deemed necessary, we can use PIVATS to assess children to show small steps of progress. This may be needed when progress is not evident on the school assessing system.

If a child is not progressing as expected in relation to their starting points in one or more aspects of their educational development, this will be discussed with parents. With parents' agreement, the child will be included on the school's Special Educational Needs and Disabilities (SEND) register. Additional support will be planned to help them catch up. Their progress will be closely monitored by their teacher and the SENDCo.

- If the extra support does not result in the child making increased progress, further assessment may be arranged, again with parents' consent. The purpose of this is to fully understand the child's difficulties and plan effectively to address their needs and improve progress.
- Children with more complex or long-standing needs may be issued with an Educational Heath Care Plan (EHCP) by the local authority. EHCP plans are written in close consultation with parents. A range of professionals involved with the child or young person contribute to the process. The EHCP helps to determine what level of educational, social and health support the child needs.

How are parents and carers involved in the school? How can I be involved?

- Parents of children with SEND are invited to attend termly meetings with their child's teacher to review their child's progress, identify targets and share other information that will help their child.
- During termly meetings, the SENDCo may be invited along to share information with parents and answer any specific questions. At anytime throughout the year, parents are able to request a meeting with class teachers or the SENDCo.
- Where applicable, home school books are used to support communication between home and school for some pupils.
- The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.
- The LA has a SEND Family Liaison Officer who acts independently of schools to inform and support parents of children with SEND.
- It is our aim that the school works in close partnership with parents/carers and maintains regular and purposeful communications between school and home. This includes :

The school website: http://www.caedmonprimaryschool.co.uk

Newsletters informing parents/carers of dates, events and items of school news.

ParentMail.

Caedmon Primary School Facebook page.

Informal conversations with parents on a daily basis.

How is the decision made about what type and how much support my child will receive?

- All class teachers meet with the Head Teacher/Deputy Head Teacher/ English Leader/Assessment Leader/ SENDCO/ Assistant Headteacher and the Mathematics Leader at regular intervals during the school year to discuss pupils' progress. We look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.
- We consider any new concerns and plan appropriately for additional support, provision, resources or advice from outside services as necessary.
- SEND Support Plans are written and reviewed for all children on the SEND register as part of this process.

How will school staff support my child?

- The class teacher will take responsibility for the daily provision for each child and will be supported and advised by the school SENDCO and other professionals where necessary.
- When it is decided that your child requires support over-and-above the support offered to other pupils, a SEND Support Plan is written - detailing the extra support that your child will receive and the impact that school expects this support to have on your child.
- The support provided consists of a four-part process:
- Assess
- Plan
- Do
- Review
- This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.
- **Assess** - This involves clearly analysing the pupil's needs using the class teachers assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil's views and where relevant advice from external support services will be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.
- **Plan** - Planning will involve consultation between the teacher, the SENDCo and parents to agree the adjustments, interventions and support that are required. The impact on progress, development and or behaviour, that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with

the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

- **Do** - The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.
- **Review** - Reviews of a child's progress will be sought regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making necessary amendments going forward, in consultation with parents and the pupil.
- In a very small number of cases, we will need to make a referral to the Local Authority for an Education Health Care Assessment. The Local Authority will then consider whether to issue an Education Health and Care Plan (EHCP), which will give a child access to further support.
- The special educational needs of the great majority of children should be met effectively within mainstream settings.
- School governors meet with the SENDCO and receive regular reports regarding the overseeing of SEND provision.

EDUCATION HEATH CARE PLAN (EHC Plan)

If a child is not making progress despite following the graduated response of Assess, Plan, Do, Review (including targeted support and the advice of outside professionals) it may be necessary to move onto the next stage and to make an application for statutory assessment for an Education Health Care Plan (EHCP). Parents/carers will be consulted throughout the process, and the child's views will be sought if appropriate. The EHC assessment takes up to 20 weeks and could result in the child being issued with an Education Health Care Plan (EHCP). This is a legal document, and it usually means that a child requires a higher level of support which would not ordinarily be provided from the basic funding made available to the school.

- Class teachers have overall responsibility for the welfare of the children in their class. They are supported in this role by the Senior leadership team and the SENDCo (Special Educational Needs and Disabilities Co-ordinator).
- Class teachers are supported in the classroom by teaching assistants who can support individuals and groups of children to access the curriculum. Teaching assistants also lead catch up interventions in reading, writing and mathematics.
- Teaching assistants provide speech and language and sensory interventions following programmes developed by specialist professionals.
- Teaching some subjects in ability groups means that children can be taught according to their learning needs. It also means that children with learning difficulties can be taught in smaller groups.

- The school have reduced class sizes to ensure that SEND receive more teacher intervention and have the opportunity to access quality first teaching.
- The school employs a counsellor who works with individual pupils and their families.
- The school employs a play therapist who works with individual pupils one day per week.
- The school employs an educational psychologist to work 6 days a year to support the school in assessing education needs and recommending strategies.
- The school employs thrive trained ambassadors to deliver bespoke SEMH support to children on a 1:1 basis and in focus groups.
- The school also delivers the therapeutic programme Theraplay to support children in small groups.
- The school can call on specialised support from a number of external services.
- A number of staff members are trained and experienced in delivering the Attention Autism programme.

My child has a disability. What provision will be made for them?

- The school has children with a range of disabilities, which include moderate and specific learning disabilities and medical conditions. When children enter school with specific disabilities, the school contacts other professionals for assessments, support and guidance for the school and parents in order to ensure that pupils have access to the full curriculum and are able to participate in all learning opportunities.
- As detailed elsewhere in this report, equipment and resources are provided for individual SEND pupils, as required, in order to support their individual needs.
- The whole of the school building and playgrounds are accessible for wheelchair users. As it is a single storey building, there is no requirement for ramps. The playground is fully suitable and accessible for all pupils.
- A disabled toilet facility is available, including a changing table, and school uses specialist facilities to meet toileting needs as and when required.
- **Please see the 'Accessibility Policy' for further information on accessibility for all and for how we are planning to further improve accessibility. Please see the 'Supporting Pupils with Medical Conditions Policy' for information on how we manage medical conditions. (Both policies are available on our school website or from the School Office).**

How will the curriculum be matched to my child's needs?

As an Academy Trust school, we offer a bespoke curriculum, which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils.
- School uses its best endeavours to ensure provision is made for young people who need something additional or different to what is provided for the majority.
- It is the responsibility of all teachers at Caedmon Primary to use different teaching styles and strategies to ensure that lessons and homework are accessible for all children. High-quality

classroom teaching, with appropriate scaffolding, adapted planning, and tailored resources, is the first step in responding to children who may have special educational needs. Children with specific needs, such as dyslexia, will have been assessed by a specialist teacher. The recommendations from these reports will be used within the classroom setting.

- In some lessons, such as reading, children are taught in ability groups, which we believe aids progress in these areas. During some lessons, teaching assistants provide support to the class teacher and work with a group of children.
- If appropriate, during lessons and assessments, laptops and iPads are provided, extra time is allowed, readers and scribes are used to support pupils with additional needs.
- When participating in Physical Education or other physical activities, some pupils require additional support. This will be tailored to each child's particular needs and may involve: 1:1 or small group support from a teacher, the Sports Lead or a Teaching Assistant. Where a pupil has been given exercises to complete at school, for example by a Physiotherapist or Occupational Therapist, our Sports Lead will implement these through individual or small-group intervention sessions designed to develop pupils' fine and gross motor skills.
- To ensure that all children's emotional, mental and social development is improved, teachers will ensure that children have access to the appropriate activity – e.g. 1:1 interventions such as Thrive, small group nurture work, 1:1 counselling, 1:1 play therapy, small group work e.g. friendship skills, roles of responsibility for children e.g. Playground Buddy or Prefect.
- If your child is not making the expected progress and has specific gaps in their understanding he/she may receive interventions in a smaller group of children.
  These groups, also called intervention groups, may:
  - take place in the classroom or outside in another teaching space;
  - be led by a teacher, the Sports Lead or a teaching assistant;
  - be led by a specialist from outside the school, such as a speech and language therapist.
- Specific support may also be provided by the local authority through the Resource and Support Panel. This means that your child has been identified by their teacher or the SENDCO as needing extra support from external agencies, such as the SEMH (social, emotional and mental health), specialist teacher or the ASD (Autistic Spectrum Disorder) teacher.
- The Resource and Support Panel can also grant school further funding to support your child's needs without the need of an Education, Health and Care Plan.
- The 'learning environment' is very calm, quiet and consistent which supports all pupils. However, adaptations are made for some pupils e.g. a visual timetable, larger font resources, more space/accessibility, personalised resources e.g spelling cards at their own ability level.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Once a need has been identified, a cycle of support begins: Assess/Plan/Do/ Review. The class teacher or teaching assistant will carry out assessments. For some children, additional assessments are carried out by specialists, who are invited into school to observe/asses the child both in and out of the classroom. A report is then compiled and sent both to home and school. School then has a duty of care to implement any recommendations that have been suggested. Examples of such

recommendations range from purchasing specific equipment such as pencil grips and sloped writing boards; implementing behaviour strategies unique to that particular child and - where necessary - the child pursuing some of their education at other educational institutes for short periods of time.

- In order to check assessment data, regular pupil progress meetings are held within school and the progress of children on the SEND register is monitored closely to ensure that they are making their own small steps of progression. Where this progress is slower than expected, the class teacher, SENDCO and teaching assistant will meet to discuss the next steps.
- Formal parent consultation takes place once a year. In addition, meetings for pupils with SEND are arranged between the class teacher and parents/carers each term and pupils are encouraged to attend. Additional meetings can be arranged if required. If a child needs extra support, a SEND Support Plan is written by the class teacher in consultation with the parent(s) and the child and all parties sign the plan. This is reviewed termly (as detailed above).
- Home/school communication books/charts are used as appropriate.
- Twice a year, parents/carers are provided with short, written reports about their child's progress, attainment and attitude to learning. If any concerns are raised because of these reports, a meeting will be arranged with parents/carers.
- Outside services involved with some children provide reports and information about attainment and expected progress for health-based needs, such as speech and language or physical development.
- We have an open door policy for any daily information that needs to be shared between school and home. Any comments and suggestions are always taken into account.

What support will there be for my child's overall well-being?

- We have a staff Safeguarding Team and all concerns, however small, are documented and closely monitored in order to keep children safe.
- We have an inclusive school ethos; we believe that children of varying abilities should be educated together.
- We have access to outside service support. A list of services is provided later in this document.
- Trained paediatric first aiders are available in school. Staff members are trained to administer medicines (this is done by staff on a **voluntary** basis only). Parents/carers are asked to sign a form to provide further details when medicine needs to be administered in school.
- If a child has a medical need then a detailed Care Plan is completed with the support of the school nurse or Health Visitor in consultation with the parent/carer.
- Staff members receive basic medical training, e.g. allergy training, epiPen administration, epilepsy training and asthma training.
- Staff members receive regular professional development from the Social, Emotional and Mental Health (SEMH) Specialist Teacher to enhance their teaching practice and provision for pupils.
- We have an active School Council to give children the opportunity to voice their ideas.
- We have a whole school reward system for behaviour (please refer to the school Behaviour Policy). Additional support will be provided, where necessary, to support individual children who are experiencing particular difficulties. Individual behaviour plans are also used in addition to the behaviour policy.
- Attendance is monitored closely with phone calls and visits to the home to ensure that children are safe. Children with excellent attendance receive attendance rewards.

- We have a trained Counsellor in school who works with children one day per week. Parental consent is always requested if counselling is thought to be of benefit to a child. Parents can request that their child be added to the waiting list which is on a priority basis.
- We have many Thrive Practitioners in school who work with children 1:1 and in small groups. We are working to ensure all staff become Thrive trained. We also have Thrive sessions within the classroom. This is done with the whole class.
- Theraplay trained staff members.
- Targeted teaching delivered through small-group provision with enhanced adult support.

7. What specialist services are available

The school can call on specialised support from a number of external services, including;

- School medical service (school nurses and health visitors)
- Educational psychologist
- Specialist teaching service (SEMH teacher, ASD teacher and learning support) – Resource and Support
- Outreach support from specialist SEMH provisions
- Educational Psychologist- Adults first
- Speech and language therapy service
- Sensory impairment services
- Redcar and Cleveland inclusion Team
- Child and Adolescent Mental Health Service (CAMHS) and the Getting Help service
- Neurodevelopmental Team
- Visually Impaired Unit
- Hearing Impaired Unit
- Occupational Therapy (NHS and Private)
- Social Services
- School Nursing Service
- Diabetic Nursing
- Support from the Family Hub
- Play Therapy and Counselling
- Early Years SEND Team/ Portage

- Redcar & Cleveland have a Local Offer with a free information directory that shows what support or provision is available. This can be accessed through the following website. Local Offer - SEND | Redcar & Cleveland: Information Directory

- SENDIASS is a service that parents can use to support them. The support is provided by Barnardo's on behalf of Middlesbrough and Redcar & Cleveland Council. The SENDIASS service offers free impartial, confidential information and advice for children and young people aged 0-25 and their parents and carers where a child or young person has or many have special education needs or disability. This can be accessed through the following website. South Tees SENDIASS | Barnardo's SENDIASS
- The SENDCO holds the 'National Award for Special Educational Needs and/or Disabilities Co-ordination'.

- All staff receive an annual update/training from the SENDCO and external services.
- Staff are provided with individualised training if they are supporting a pupil with a more specific need.
- The SENDCO attends regular cluster meetings with the Local Authority representative and SENDCOs from local schools.

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

- Risk assessments are carried out for school visits, including residential trips, and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parents/carers as well as taking account of any medical advice. When choosing the destination of these trips, the needs of all children will be taken into account.
- On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.
- On certain occasions, parents/carers are invited along to support their child.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.
- If your child is moving to another school, we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school, information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the learning methods that have been successful. SEND Support Plans or EHC Plans will be shared. Children are given the opportunity to meet their new teachers in the summer term so that they feel secure and confident to begin the next academic year.
- In Reception, the Reception class teacher/teaching assistants work closely with the school's Nursery staff and are fully aware of the needs of children coming from Nursery into the Reception class. Children make a careful transition when they move into the Reception class.
- Our learning environment and teaching approaches are highly consistent, therefore transitions between classes and year groups are usually smooth.

- Extra transition visits are arranged for some pupils if needed, in order to build confidence, and additional meetings may be arranged with parents/carers and any other services that have been involved with your child as appropriate.
- In Year 6, the Year 6 teacher(s) and SENDCO will discuss the specific needs of your child with the SENDCO of their chosen secondary 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 our school. A range of strategies, suitable for your child, may be used to support them at the time of transition.

How are the school's resources allocated and matched to children's special educational needs?

- The school budget includes money for supporting pupils with SEND. The Headteacher then decides on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. We may receive an additional amount of 'top-up' funding for pupils with higher-level needs.
- We will use our SEND funding in the most appropriate way to support your child. This support may include some small group teacher or teaching assistant support or some individual support from a teaching assistant e.g. reading or SALT interventions. The funding may also be used to put in place a range of support strategies. Additionally, SEND funding may be used to purchase specialist equipment or support from other support services etc.

Who can I contact for further information?

- The class teacher is usually the first point of contact, but parents/carers are also welcome to directly contact the SENDCO about any concerns.

  Headteacher: Mrs Rachel Bergamino
  SENDCO: Miss M Fellows
  School Office: 01642 453187 enquiries@caedmon.steelriver.org.uk
  SEND Governor: Becky Lambton

How can I make a complaint?

- The school 'Complaints Policy and Procedures' are available from our School Office and can be found on the school website http://www.caedmonprimaryschool.co.uk/keyinformation/policies/