

Billingham South Primary School

SEND Information Report – September 2025

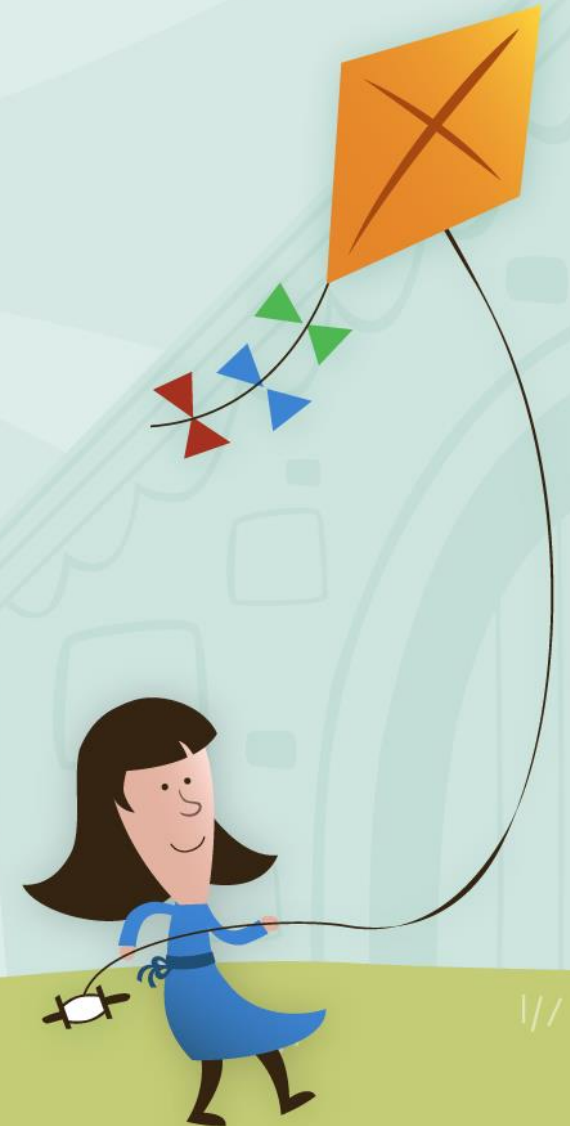


Enhanced Mainstream School

Headteacher – Mr E Squire

SENDCo – Miss L Honour

SEND Governor – Sarah Angus



Billingham South Primary School

Our School Vision

Everybody Prepared and Inspired to
be the Best we can be.
Excellent Classrooms.
Excellent Relationships.
Hearts in Billingham and Eyes on the
World.

Our Values

Resilience, Happiness, Courage,
Quality and Responsibility



Assessment for all children:

All children in our school are continually assessed through marking work, discussion, testing and questioning. Progress is carefully monitored. The child's teacher will record data at least termly using the school's bespoke tracking system, to enable them to identify children with special educational needs and monitor progress.

Reading, writing and maths are formally assessed three times a year and results are collated to assist teachers in identifying children who have significant weakness in these areas. Talk Boot is to support Speech and Language in the Foundation Stage. This provides early identification of difficulties and programmes of work tailored to the children's needs.



Interventions for all children:

Adaptations to the curriculum and learning environment can be made to suit the individual needs of all children. Teachers use a variety of teaching styles to suit the learning styles of different children.

All children have access to:

- Practical and visual aids for learning e.g. b/d cards, table squares, time/number lines, pictures, photos, accessible reading material suited to age and iPads in all classrooms.
- Concrete apparatus to support kinaesthetic learners
- Frequent repetition and reinforcement of teaching
- Structured and supported indoor and outdoor playtimes if needed
- Opportunities to develop Social Emotional Aspects of Learning
- Visual timetables to support children who benefit from structure and routine

Medical Needs:

Children who have medical needs will have an individual support plan. This will outline details of their medical needs; any medication the child takes; symptoms to be aware of and adaptations that need to be made to the curriculum.



SEN support in schools

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

SEND Code of Practice January 2015

Follow the link to the Special Educational Needs and Disability Code of Practice: 0-25 years

Code of Practice 2015



SEN support in schools

Where a pupil is identified as having SEN, Billingham South Primary School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four part cycle **assess, plan ,do, review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Graduated Response 6.44 SEN Code of Practice 2015



- How does the school identify children's needs?
- Who can I talk to if I have concerns?

[More information](#)

- How does the school review my child's progress?
- How will my child and I be involved?

[More information](#)

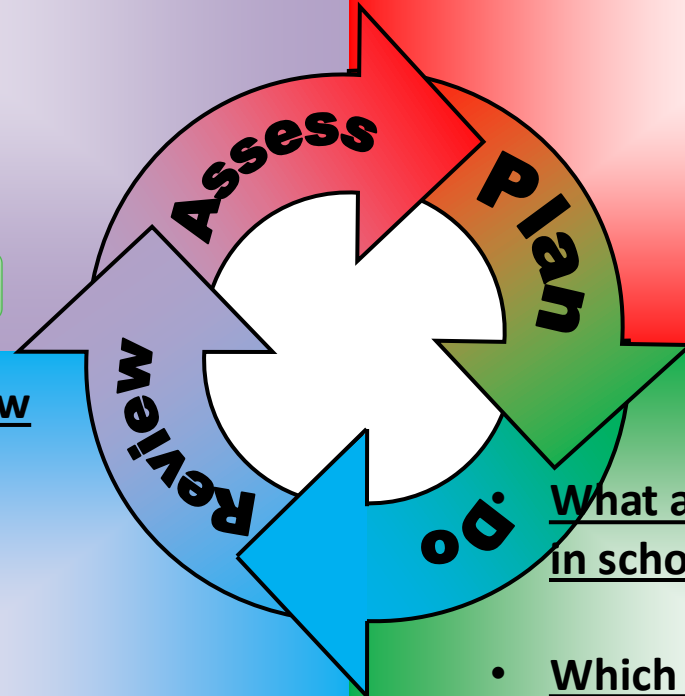
- How does the school plan to support children with additional needs?

[More information](#)

What additional support is available in school?

- Which other organisations work with school too?
- Where can I find other sources of information?

[More information](#)



Frequently asked questions

Click on a question to go to a page which can provide further information.

- [How will the school know if my child needs extra help?](#)
- [Who should I contact in school if I have any concerns about my child?](#)
- [How will I be involved in planning and decisions about the additional help my child receives?](#)
- [What help is available to my child in school if they need additional support with learning in school?](#)
- [How will school support my child if they have medical or mental health needs?](#)
- [I am worried about my child's speech. What should I do?](#)
- [I am concerned about my child's co-ordination, balance and physical development? What should I do?](#)
- [We are finding our child's behaviour difficult to manage. Who can give us some support with this?](#)
- [My child finds it difficult to cope at playtimes and lunchtimes? What support is available for children who find unstructured times hard to manage?](#)
- [Which specialist services and expertise are used by the school to support children and their families?](#)



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Who can I contact?

Your child's class teacher is the first person to talk to about concerns about how your child is getting on in school. We also have other staff who you can talk to.

SEND Co-ordinator – Miss Honour is a Teacher who manages SEND support in school. You can contact her at school to discuss how your child is progressing in school and can talk about and plan any extra support your child may need. Miss Honour can be contacted on 01642 894003.

Parent Support Advisor- Mrs Balharry provides advice and support for families and works with children in school. She can give contacts for organisations who can support your family and works with children and parents individually to help with issues such as behaviour, health, emotional wellbeing and attendance. She can be contacted on 01642 894003.

Special Educational Needs and Disability Information Advice and Support Service:



SENDIASS

END IASS) (formerly Parent Partnership Service) is a free, impartial and confidential service. They provide advice, information and support on all matters relating to special educational needs and disabilities (SEND).

Stockton Parent/Carer Forum:



a group of parents & carers of children with Special Educational Needs (SEN) and disabled children who work alongside our local authority education, health service and other service providers to make sure the services they plan, commission, deliver and monitor meet the needs of children and families.

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Assessing the needs of all children

At Billingham South Primary School, all children's progress is very closely monitored by the staff who work with them.

In Foundation Stage (Nursery and Reception), the EYFS profile is used to identify which targets children have met within the 0-5 years age range.

From Foundation Stage to Year 6 parents' meetings are held at least three times a year. The class teacher will discuss any concerns they have about your child and the progress they are making.

From year one to year six, children's reading, writing and maths is assessed using the school tracker. These results will be shared with you and help you and your teacher to see what progress your child has made.

If a child is making slower than expected progress, parents will always be informed of this, and it may be agreed that extra help is needed to support the child's learning in school.



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Meeting the needs of all children

At Billingham South Primary School, we provide support for pupils with a wide range of needs through quality first teaching. We have high aspirations for all children and use a range of teaching and learning styles to meet children's needs.

Curriculum

We provide a highly differentiated curriculum to meet the needs of all children where high quality teaching for all children is our priority. This means that children are taught and given work which is matched to their level of ability.

Interventions

Sometimes children are given additional support through small group teaching. This is usually in Literacy and Maths, but some interventions are used to help children with co-ordination or social and communication skills. These are delivered by teachers and teaching assistants. Where possible these interventions will take place at Assembly time to prevent your child from missing any quality first teaching within the classroom. Additional adult support is available in all year groups. Teaching assistants provide support for children in class and work with small groups or individuals if children need extra help.

Access

Some children may have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities enjoyed by children of the same age. We always ensure that we follow the legal requirements of the Disability Discrimination Act to provide access for all children during activities both in and out of the classroom.



Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

In addition to what is provided for all children, we know that this is not always enough for some children. Sometimes children have difficulties which means they need more help and support in school.

These may include difficulties in-

- **Communication and Interaction**- This covers speech, language and communication.
- **Cognition and Learning**- This covers how children learn.
- **Social, Emotional and Mental Health Difficulties**- This covers any areas related to children's well-being and social skills.
- **Sensory and/or Physical Needs**- This covers any difficulties related to the senses and how children are able to move or medical conditions.



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Communication and Interaction

In school we can support your child in the following ways-

- Access to small group and/or individual programmes of work to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Access to speech and language therapy service- we buy in extra speech and language support from NHS speech therapy service
- Use of resources such as visual timetables and social stories
- Access to quiet areas
- Use of speech and language programmes such as Blast, Black Sheep Narrative and Time to Talk.
- Making changes to lunch and/or break-times
- Using technology when appropriate eg: laptops.
- Careful planning of transitions between year groups and key stages.
- Mentoring and/or buddy systems eg: Playground Leaders
- Social stories developed alongside a TA

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Cognition and Learning

In school we can support your child in the following ways-

- Regular, individual or small group programmes of work with a teacher or TA
- Extra support in class
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes such as Lexia and Read Write Inc.
- More use of ICT equipment; laptops, ipads and software
- Flexible groupings in classes
- Changes to assessments to make access easier e.g. readers, scribe, use of ICT
- Curriculum will be adapted to meet the learning needs of different children
- Use of strategies such as simple instructions and frequent repetition and reinforcement.
- Educational psychologist assessments and support



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Social, Emotional and Mental Health Difficulties

In school we can support your child in the following ways-

- Access to 'time out'/individual work area
- Use of behaviour management programme- **see Behaviour policy**
- Individualised rewards system
- Advice and support for family and school staff from the Educational Psychology service.
- Social skills group support
- Access to counselling services eg Alliance and ABC counselling
- Increased access to additional adult support in the classroom
- Opportunities to develop Social Emotional Aspects of Learning (SEAL) through Silver SEAL small group work, using talking time, circle time, opportunities to co-operate, and valuing and respecting the views of others.
- Working towards the schools Values



Areas of Need Menu
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Sensory and/or Physical Needs

In school we can support your child in the following ways-

- Access to quiet areas/individual work area
- Access to small group and 1:1 support in school to aid difficulties with balance and co-ordination.
- Physical aids from specialist services e.g. wheelchair, walking frame, hearing aids, large print materials.
- Access to a specialist teacher for the hearing/visually impaired.
- Access to support for personal care
- Access to school nurse service.
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists such as NHS and Future Steps.
- Adapted curriculum to enable full access e.g. modified PE curriculum, different ways of recording work.
- Prescribed medication is stored in a locked cupboard in the school office.



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Additionally Resourced Provision Cognition and Learning & Physical and Sensory

We are fully committed to inclusive education and have challenged the way we approach inclusion in a mainstream environment. Having a Special Educational Need or Disability does not need to be a barrier to attending a mainstream school. With the correct support and resources, we believe that most children can meet their potential in a mainstream environment. We are always learning and developing our skills and expertise as a team to continue to welcome children with difficulties into our school. The ARPs are an integral part of our mainstream school with all staff involved in the progress of ALL children in our school.

Our latest Ofsted Report (2022) stated that;

“Pupils with special educational needs and/or disabilities benefit from the same rich curriculum as their peers. This also applies for pupils in the two Enhanced Mainstream Schools on the site. Pupils in the specialist bases are learning life skills as well as developing knowledge about subjects in the curriculum.’



Additionally Resourced Provision

Cognition and Learning

Most children within this ARP will remain within the specialist teaching hub for English and Maths teaching by specialist staff. They will join mainstream peers for assembly, playtime and lunchtimes. Where appropriate, the pupils will join mainstream classes for the afternoon sessions when foundation subjects are usually taught. They will be supported in mainstream by specialist staff.

Places in the ARP class are ONLY allocated through the Local Authority.
Having a place in school, does NOT mean a place in the ARP. ARP provision can be preferred through an EHCP consultation process.

Entry Criteria (through the Local Authority One Point Panel)

- Cognition and Learning is their primary need
- Has a substantial level of learning difficulty.
- Developmentally they are performing at or below the 2nd centile
- Their audit band for Cognition and Learning is 4 or 5 from the Stockton Borough Council (SBC) provision guidance

Once a child is allocated a place in the ARP, a period of transition will begin, where the teacher will visit the child in their own setting.

The child will then visit our school and meetings with parents and school staff (teacher, SENDCo etc) will be set up.



Additionally Resourced Provision Physical and Sensory

Most children within this ARP will be taught alongside their mainstream peers. Depending on individual need, support and resources will be put in place to meet the child's needs. A medical plan will be put in place to ensure any adaptations, medical requirements, personal care and day to day needs are known to staff.

Places in the ARP are ONLY allocated through the Local Authority.

Entry Criteria (through the Local Authority One Point Panel)

- Sensory or physical is their primary need
- Their audit band for sensory and/or physical is 4 or 5 from the SBC provision guidance
- There is evidence of significant physical/medical need from a medical professional
- A medical/personal care plan is in place with significant adaptations from the home /school

Once a child is allocated a place in the ARP, a period of transition will begin, where the teacher will visit the child in their own setting.

The child will then visit our school and meetings with parents and school staff (teacher, SENDCo etc) will be set up.



Reviewing your child's progress

- All children throughout the school are given targets to work towards in reading, writing and maths.
- Children who need additional support will have individual support plans made which will be recorded on a Provision Map, which may also include targets relating to speech and language, physical development or behaviour. These are always discussed with parents and agreements are made as to how the support will be used to help the child work towards their targets.
- Reviews with parents and children are held at least once a term to look at the progress children have made and to plan support for the next term. This gives you and your child an opportunity to celebrate success and discuss what the next steps are. The SEND review meetings will usually be held at the same time as Parents Evening however the appointments will be scheduled to last at least 20 minutes.
- In addition to this, annual reviews are held for children who have Education, Health and Care plans (formerly known as Statements). These reviews will include: your child, family members, all outside agencies and professionals who are involved, with your child's needs as the central focus.



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Specialist services and outside organisations who we work with

Our school works with a wide range of other organisations and professionals who support children, staff and parents with specialist advice. The Governing Body has approved the following professionals and agreed to service level agreements (SLA), where necessary.

The professionals we work with include -

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Early Years Inclusion team
- Specialist teachers
- Health visitors
- Social services
- CAMHS
- Visual/Hearing impairment support services
- Counselling services
- School nurses
- Medical services
- Working with secondary schools to plan transition



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EHCP

**WHAT IS AN
EDUCATION, HEALTH &
SOCIAL CARE PLAN
AND WHO IS IT FOR?**



Links to sources of information



Stockton Borough Council's Local Offer

Speech, Language and Communication

I CAN - children's communication charity

Talking Point- speech and communication charity

Behaviour

Challenging behaviour advice

ADHD

ADHD support website

Autism

Daisy Chain Project



Dyspraxia



Dyslexia

Dyslexia Action

BDA





Admission Arrangements for children/young people with SEND

Children are admitted if they live within the school admission zone. Children outside the zone are admitted on parental request if the year group has not exceeded the statutory number. Children wishing to transfer from a neighbouring school are directed to the admissions section of the LA.

We are fully accessible to children with mobility needs. We have wheelchair access and disabled toilets. School will take all reasonable steps to ensure that

“They are not placed at a substantial disadvantage to those who are not disabled.”

(Disability Act 2001)





Ash Trees at Billingham South is our satellite facility that provides provision for Ash Trees pupils on our Billingham South site. This link allows for the children to access parts of the mainstream school as part of our inclusion offer.



Ash Trees at Billingham South

Provision Lead – Kirstie Gill