



SEN Information Report

Date: September 2026

Review Date: September 2027

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At Peases West Primary Academy, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We are committed to providing positive interventions, a safe and nurturing environment working with parents and professionals in order to ensure all pupils including those with special educational needs can 'discover their best'.

Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils and take into account the diverse and individual needs of all our pupils. We strive to promote our school values with all our pupils(teamwork, honesty, respect, ambition and kindness) that are essential for life-long qualities for learning, personal growth and development as well to be life ng successful citizens.

Catering for different kinds of SEND

As set out in the Special Educational Needs and Disability Code of Practice 2015, a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, including Autism and Speech and Language differences
- **Cognition and learning**, for example Moderate and Specific Learning Difficulties.
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), bereavement and attachment difficulties, pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties and physical difficulties.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Melissa Morton	Headteacher	BA (Hons) Art, History and Information Studies. PGCE NPQH
Miss Catherine Hall	SENDCo Advanced Skills Teacher (Advanced Learning Partnership) Mental Health First Aider Early Help lead in school	BA (Hons) Primary Education NA SENDCo qualification
Susan Knotts	HLTA Mental Health First Aider. Emotional Literacy Support Assistant (ELSA)	Higher Level Teaching Assistant (HLTA)

The SENCO

Name of SENCO	Email address	Phone number
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Miss Catherine Hall	contact@peaseswestprimary.org.uk	01388 762380
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Securing and deploying expertise

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

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

- Enabling the school to employ members of staff to support children and run programmes of intervention
- Specialist training for all staff
- Specialist training for SENCO
- Resources to enable children to meet outcomes
- Buy in the services of specialists
- Buy into support packages
- Purchase assessment and intervention tools

Our SENCO, Miss Catherine Hall has completed the NASENCo Qualification in July 2017. They are also employed as an Advanced skills teacher for the ALP Academy with particular expertise on Communication and Interaction needs.

The SENDco works closely in school with Headteacher, class teachers, support staff and families to identify plan and review provision for children in school.

Mrs Susan Knotts is a qualified HLTA and has training and expertise in supporting children with Social and emotional and mental health needs delivering direct and bespoke work to identified pupils.

We also have teachers, teaching assistants and higher level teaching assistants who are trained to deliver interventions including :

- Connecting with Children, nurture group, relax kids, play therapy, lego therapy,
- Speech and Language intervention and support,
- Autism and Social communications classroom approaches,
- Team Teach,
- Supporting children with reading, writing and spelling difficulties,
- Sensory and movement based programmes.

We review our training offer regularly and in line with the needs of the children within our school and use our SEND budget to deploy staff with experience and expertise to best support the needs of our pupils. Where necessary we consult and seek advice with other key stakeholders to plan together as to how best to meet the needs of pupils.

Identifying and assessing pupils with SEND

At Peases West Primary Academy we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and/or Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils

in relation to their academic attainment and in the four board areas of need: Communication and Interaction, Cognition and Learning, Social, emotional and mental health and Sensory/Physical.

When deciding whether special educational provision is required, we will consider the following:

- Attainment and Progress over time
- The views and the wishes of the pupil and their parents/carers.
- The views of key stakeholders such as health professionals or Social care teams. These could include Health visitors, Speech and Language therapists, Paediatricians, Educational Psychologists, Social workers.

We will use this information in conjunction with conversations with the SENDco and consultations with external professionals to determine the support that is needed and whether we can provide it by adapting our curriculum, or whether something different or additional is needed. These initial conversations will be recorded on a 'Short Note' An additional Support plan or pupil passport may also be required to plan and record provision and outcomes as part of the graduated approach of assess, plan do and review cycle.

More details can be found in our SEND policy within the Policies and Procedures page of our website. [Policies & Procedures - Peases West Primary](#)

Consulting with pupils and parents

Parents

School holds termly parent meetings in school to review progress. In addition to this we encourage parents to raise concerns at the earliest possibility with staff who will be happy to listen. Appointments can be made with the SENDCo and/or class teacher to discuss further. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record, recorded on Short Note and given to the parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

In additional to this, pupils with identified SEND needs have termly and in some cases annual reviews to review provision and outcomes in line with the graduated approach.

Pupils

Staff have regular conversations with pupils to capture their views and plan interventions and provision in school. These can be informal. Pupils know who their trusted adults are that they can talk to. More formal discussions take place when reviewing interventions and Sen plans where pupil voice is captured to inform next steps.

Involving key stakeholders

We also work very closely with outside professionals. These can include:

- Educational Psychologist
- Speech and Language therapists
- School Nurse/Health Visitors
- CAMHS
- . Piece of Mind team
- One point/Families First teams
- . Family hub
- Behaviour Intervention/Crisis Response
- Advisory teachers
- Specialist Therapists-Occupational Therapy/Physiotherapy teams.
- Paediatricians
- . County Durham Local offer

These agencies may:

- Act in an advisory capacity
- Extend expertise of staff
- Provide additional assessment
- Support a child directly
- Consult with all parties involved with the child

Progressing towards outcomes

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term.
- Reviewing the impact of interventions half termly.
- Capturing pupils and parent voice.

- Monitoring by the SENCO /SLT
- Pupil progress measuring
- Holding annual reviews for pupils with EHC plans.
- Staff meetings and briefings
- SENDco Network and COL(Community of Learning) meetings
- Discussions with external professionals.
- Performance management.

Transition support

Children and young people with SEN can become particularly anxious about starting school or moving on to a new class or school. We aim to make this transition as comfortable as possible.

We provide the following for our pupils:

Transition into Reception Class:

- Welcome packs with photographs of key adults and school.
- Visits to school in Summer Term including having lunch.
- Reception Teacher visits to Nurseries/childcare providers to meet the pupils and Key workers.
- Parents information meetings
- Flexible staggered September start.

Transitions to a new class:

- Summer term transition visits
- Bespoke additional transitions for identified pupils.
- Teacher visits to current class
- Pupil transition passports
- Staff transition meetings
- Graduated transitions where required.

Transition to Year 7 or alternative schools

For Children moving onto Secondary or Alternative Provision we provide the following:

- Meetings with school's transition workers/SENDco for staff and pupils.

- Visits to schools
- Enhanced transition visits for identified groups.
- Providing information and support for induction visits.

We will share information with the school, college, or other setting the pupil is moving to. The transfer of information will be done by hand by our Safeguarding Team.

Transferring to Peases West Primary Academy

Any pupil and parents that are moving to our school at any point of the year are encouraged to have an initial visit with our Headteacher/ SLT. We can arrange meetings with parents, SENDCo and key external agencies to discuss transitions for individuals. Additional meetings/visits can be arranged to help with a smooth transition.

Teaching approach

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 and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils. The curriculum also includes the social aspects that are essential for life-long learning, personal growth and development of independence.

Teachers are responsible and accountable for the progress and development of all pupils in their class. Children learn and develop in different ways. Teachers recognise this and use different teaching styles, resources and plan different levels of work

in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children. However, many children, at some time in their school life, need extra help.

At Peases West we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops , ipads, visual timetables,
- Differentiating our teaching, for example, giving longer processing times, allowing for movement breaks, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Additional staffing
- Classroom adaptations such as creating individual work stations and quiet spaces.
- Opportunities for outdoor learning.

We also provide the following interventions:

- Targeted Speech and Language interventions.
- ELSA support
- Trauma and bereavement support
- Forest School

- Lego Therapy
- Nurture Group
- Relax Kids
- Zones of Regulation
- Attention Autism
- .Sensory circuits
- .Precsiosn teaching
- .Social interaction support including developing friendship skills.

More information can also be found on in Accessibility plan which can be on the Policies and Procedures page of our school Website. [Policies & Procedures - Peases West Primary](#)

Adaptations to the curriculum and learning environment

Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage and National Curriculum, but also a range of additional opportunities to enrich the experiences of pupils and take into account the diverse and individual needs of all our pupils. We strive to promote our school values with all our pupils(Teamwork, Honesty, Respect, Ambition and Kindness) that are essential for life-long qualities for learning, personal growth and development and to be life long successful citizens.

We recognise that not all pupils learn in the same way or at the same rate. Adaptations we make to our curriculum and provision may include:

- Quality first Teaching
- Different teaching styles
- Whole class, small group, and individual 1:1 teaching
- Additional adult support in and out of the classroom
- Access to technology
- Differentiated learning tasks
- Use of alternative learning spaces.

Inclusivity in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day, assemblies and presentations. No pupil is ever excluded from taking part in

these activities because of their SEN or disability. We will liaise with pupils, parents/carers and professionals from other agencies to ensure that we can adapt activities to allow all our children including those with SEND to achieve their full potential and gain a sense of achievement.

Supporting emotional and social development

At Peases West Primary Academy we are dedicated to ensuring the Social and Emotional wellbeing of our pupils is supported. Our staff works closely with pupils, parents, and staff to ensure the Social and Emotional developmental needs of our pupils are met. We can signpost pupil and parents to additional specialist support or access advice from external agencies.

We provide support for pupils to improve their emotional and social development in the following ways:

- Access to staff with Mental health first aid training
- Access to in school Emotional Literacy Support Assistant (ELSA)
- Regular meetings with School council
- Working in partnership external agencies including Piece of Mind Team, CAMHS, Health Professionals and Emotional Wellbeing advisory teachers.
- Staff training specific for SEMH
- Whole school approach to teaching through Zones of Regulation
- Attendance at Emotional Wellbeing Networks.
- Targeted interventions including relax kids, developing social skills, therapeutic Story writing, Connecting with Children.
- Raising awareness and celebrating national events such as World Mental Health week/Time to Talk day and Children's Mental Health Day.
- School Sports Crew lead by our KS2 pupils.
- Access to Safe space at lunchtimes and breaktimes.

Evaluating effectiveness

We are continuously evaluating the effectiveness of our provision. We do this on a regular basis in a variety of ways including:

- Evaluation of policy and practices.
- SENDco and SLT monitoring
- Performance management
- Pupil and parent feedback.

Handling complaints

We welcome any feedback and will act accordingly to improve the provision and experience of all our pupils including those with SEN. If parents have concerns or queries we encourage them to raise these with the class teacher and/ or SENDCo. If you are still not satisfied with the outcomes then these should be discussed further with the Headteacher. Following this, parents/carers will then be referred to the school's complaints policy. Further information can also be found on the Durham Local offer. [Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#)

Spending the budget

All schools receive funding from the local authority, called SEN Notional funding, which should be used to support students who have special educational needs. At Peases West Academy we use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND students. We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the money spent on all learners and their needs. If a student at the SEN Support level needs provision, which exceeds £6000, this will be clearly shown on an individualised costed provision map. For students with EHC plans, the provision will also be clearly costed.

Local Offer

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

[Special educational needs and disabilities \(SEND\) and our Local Offer - Durham County Council](#).

Named contacts

Name of individual	Email address	Phone number
Melissa Morton (Headteacher /DSL)	Contact@peaseswestprimary.org.uk	01388 762380

Catherine Hall (SENDco/ DSL)	Contact@peasesestprimary.org.uk	01388 762380
Durham Mediation Service	Sendinclusionadmin@durham.gov.uk	03000 267 800