



ARCHIBALD

SEND INFORMATION REPORT



POLICY DETAILS

Policy title:	SEND Information Report
Staff name and job title:	Miss C Marley, SENDCO
Organisation:	Archibald Primary School
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POLICY REVISION AND APPROVAL HISTORY

Version	Date of review	Date of next review	Comments	Approved by
1	September 2026	September 2027	SEND Information Report separated from SEND Policy	Headteacher

At Archibald Primary School we believe that all children have an equal right to an education which enables them to develop their personal, social and intellectual potential to the full. This report explains how we identify and support pupils with special educational needs and disabilities (SEND), and what parents, carers and pupils can expect from us. It should be read alongside our SEND Policy, which is also published on our website.

This report is written in line with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice: 0 to 25 years (2015).

1. Categories of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of children of the same age, or a disability which prevents or hinders them from making use of facilities generally provided for others of the same age. A child is not regarded as having a learning difficulty solely because their home language differs from the language in which they are taught.

Archibald Primary School is an inclusive mainstream school. We provide for pupils across all four broad areas of need set out in the SEND Code of Practice:

- Communication and interaction, including speech, language and communication needs and autism spectrum conditions
- Cognition and learning
- Social, emotional and mental health (SEMH) needs
- Sensory and/or physical needs

Support is matched to each pupil's individual needs and may be provided at SEN Support or through an Education, Health and Care (EHC) Plan.

2. How we identify and assess pupils with SEND

Every class teacher is responsible for the progress and development of all pupils in their class, including where pupils access support from a teaching assistant or specialist staff. Teachers are usually the first to notice when a child may need additional help, and concerns can also be raised by parents/carers, previous settings, or other professionals.

We use a graduated response, in line with the SEND Code of Practice, to decide what support a child needs.

We use the Middlesbrough SEND ranges as the framework for identifying and reviewing provision for pupils with Special Educational Needs and Disabilities. This ensures consistency with local guidance and clear pathways of support and a graduated response to individual need.

Stage	What happens
Cause for concern	The class teacher observes the child more closely, talks informally with parents/carers, and tries strategies and differentiation within Quality First Teaching. The SENDCO/SEND team is consulted.
SEN Monitoring	Internal monitoring builds a picture of the child's needs. Progress is tracked and discussed at pupil progress meetings. Child's needs are met through Quality first teaching, ordinarily available inclusive provision and reasonable adjustments.
SEN Support	The child is added to the SEND Register and parents/carers are informed. A SEND Support Plan (SSP) is written, setting out provision and targets that are additional to or different from the differentiated curriculum in place for all pupils.
Education, Health and Care (EHC) needs assessment	Where a child continues to make less than expected progress despite sustained SEN Support and the needs are ranged as significant and prolonged, the school (with parents/carers) may request that the Local Authority carry out a statutory EHC needs assessment.

Pupils on SEND monitoring and on the SEND Register have their progress tracked termly. SEND Support Plans are reviewed regularly with the child, their parents/carers and, where relevant, outside professionals, so that provision continues to be well matched to the child's needs.

Class teachers alongside team leaders go through and add any updates and queries to the SEND register each half term (and before if needed). The SEND team and SLT meet half-termly to discuss the needs of the children on the SEND register and appropriate provision is in place to meet need. Any changes are shared with parents.

Requesting a statutory Education, Health and Care (EHC) needs assessment

Where the school and parents/carers agree that a request for an EHC needs assessment should be made, we follow Middlesbrough Council's Education, Health and Care needs assessment pathway. A Referral Planning Meeting is held with parents/carers and the professionals supporting the child before a referral is submitted to the Local Authority.

Further detail on Middlesbrough Council's EHC needs assessment process is available at: <https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

3. Our approach to teaching pupils with SEND

All pupils are taught a broad and balanced curriculum which is ambitious for all. Provision is made primarily by the class teacher through:

- Quality First Teaching, with careful planning that takes account of the needs of all children
- Ordinarily available inclusive provision within classrooms
- Targeted, strategic support for pupils who need more input or guidance
- Work that is matched to individual need and taught through a range of groupings, tasks and resources

- Additional interventions, used where a pupil is not making expected progress through Quality First Teaching alone
- Robust procedures for assessing and recording progress, feeding into SEND Support Plans

Additional support available across school includes a Nurture Group (KS2), access to the Speech and Language Team, Educational Psychologist, School Nursing team, CAMHS and Inclusion outreach support from specialist local authority professionals and other mainstream, AP or specialist schools. Where progress is not adequate, the SENDCO is consulted for advice and, where appropriate, specialist assessment is sought.

4. Who to contact — our SEND Team

SENDCO (Special Educational Needs and Disabilities Co-ordinator)

Miss C Marley

Deputy SENDCo

Miss Alice Smailes

SEND Assistant

Miss Rachel McTeer

Inclusion Lead

Mrs. Jackie Blyth

SEND governor

Mr. Paul Wales

Inclusion governor

Miss Sibohan Baker

Contact via the school office: 01642 804101 or office@archibaldschool.org.uk

Address: Ayresome Green Lane, Middlesbrough, TS5 4DY

The SENDCO works as part of the school's Senior Leadership Team and is responsible for the day-to-day operation of this report and the SEND Policy, co-ordinating provision, maintaining the SEND Register, and liaising with staff, parents/carers and external agencies.

5. How we ensure staff have the expertise to support pupils with SEND

The school is committed to developing staff expertise in supporting pupils with SEND.

All staff have received safeguarding training and allergy training.

Whole-school and targeted INSET training, identified through the school improvement plan and monitored by the SENDCO

- This includes training on:
- Team Teach (positive handling) training
- Middlesbrough SEND ranges and SEND support plan training

- Adaptive teaching

In addition to this:

- A resource bank of practical strategies for identifying and assessing pupils' short, medium and long-term SEND needs
- Access to advice, strategies and training from external specialists (for example educational psychology, speech and language therapy, Inclusion outreach team) where a need is identified
- Non-contact time for the SENDCO to monitor provision, support colleagues and oversee annual reviews for pupils with EHC Plans
- The SENDCO holds a postgraduate certificate in Special Educational Needs Coordination
- The Deputy SENDCO and Inclusion Lead are currently studying a National Professional Qualification for SEND
- The Assistant SENDCO is currently studying an Assistant SENDCO apprenticeship programme
- The SENDCO and members of the SEND team attend half-termly SENDCO network meetings within the Middlesbrough Local Authority and in addition to this any other Local Authority SEND meetings, training and networking which is relevant to our school and practice
- The SENDCO, members of the SEND team and identified staff may visit other mainstream, AP and specialist schools and work with other professionals to widen their knowledge and upskill their practice in supporting children in our school

6. How we secure specialist equipment, facilities and additional support

Where a pupil requires specialist equipment, facilities or additional support, the SENDCO works with the class teacher and, where necessary, external specialists to secure this. Resources and services accessed by the school include:

- A Deputy SENDCO
- A dedicated SEND Assistant and additional teaching assistant support
- A Nurture Group for identified pupils in Key Stage 2
- The Speech and Language Team
- The Middlesbrough Physiotherapy and Occupational therapy team
- Outreach support from the inclusion outreach service within Middlesbrough Local Authority
- Beverley Park School
- RTMAT Primary AP
- The Educational Psychologist Service
- STARS
- Middlesbrough Neurodevelopmental team
- School Nursing Team
- Health Visitors
- Early Help, Social Care and the Virtual School

- Sensory Teaching, Advisory and Support Service
- CAMHS
- South Tees Getting Help Team (CAMHS)
- Neurodevelopmental Assessment Service
- The Bungalow Project
- The Cleveland Unit
- Early Years Specialist Support Service
- Outreach and Inclusion Service
- Sunflower Sensory Service
- Daisy Chain
- Overfields Speech and Language Unit
- Inside Out mental health support team
- Applications to the Local Authority for High Needs Funding, where a pupil's needs require support beyond that which can be met from the school's own budget

7. How we consult and work in partnership with parents and carers

We are committed to working closely with parents/carers of pupils with SEND. We will:

- Provide clear and accurate information about a child's SEND and the purpose of any assessment, provision or intervention
- Involve parents/carers in setting and reviewing SEND Support Plan targets, for example at triangulation meetings and review meetings
- Ensure parents/carers understand the agreed outcomes of any intervention and how they can support their child at home
- Provide interpreters for families with English as an additional language where needed
- Provide support for parents and carers through our family support workers where needed and through our pastoral team
- Make parents/carers aware of local support and advocacy services, including the Information, Advice and Support Service (see Section 11) and the Middlesbrough Local Offer
- Keep this SEND Information Report, as published on the school website, up to date

8. How we consult pupils with SEND and involve them in their education

We believe children should be aware of, and involved in, their own targets. Pupils' views are sought and taken into account when setting and reviewing SEND Support Plan targets, for example through discussion during learning walks, pupil voice samples and in triangulation meetings. Pupils receive positive reinforcement and feedback on their progress towards their targets.

9. Arrangements for handling complaints about SEND provision

Concerns or complaints about SEND provision at Archibald Primary School are handled through Endeavour Academies Trust's Complaints Policy. In the first instance:

- Concerns should be raised with the class teacher and, if appropriate, a Team Leader, and a meeting may be arranged to discuss the issue
- Depending on the outcome, the matter may be referred to the SENDCO and then the Headteacher
- Parents/carers will be told the name of the governor with responsibility for SEND, and of the Information, Advice and Support Service, who can help with any unresolved concerns

SEND Governor: Paul Wales (Chair of governors)

Complaints policy: <https://archibaldpri.org.uk/?s=complaints%20policy>

10. How we work with health, social care, the Local Authority and other agencies

We work closely with a range of external agencies and services to support pupils with SEND, including:

- Health services, including the School Nursing Service
- Children's social care, including designated staff for children on Child Protection plans and Looked After Children
- Health visitors
- Education Welfare Service, via the school's attendance officer
- Speech and Language Therapy, the Educational Psychologist Service and, where appropriate, Child and Adolescent Mental Health Services (CAMHS)
- Middlesbrough Local Authority's SEND Team
- School educational psychologist – Stacey Laing

11. Contact details for parent support services

Independent, impartial information, advice and support for parents/carers of children and young people with SEND (aged 0–25) is available from:

South Tees SEND Information, Advice and Support Service (SENDIASS)

Provided by Barnardo's on behalf of Middlesbrough Council and Redcar & Cleveland Council

Telephone: 01642 310 806

Website: barnardossendiass.org.uk/south-tees-sendiass

12. Transition arrangements

We understand that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When starting school:

- Visits to Archibald Primary School prior to enrolment are encouraged. Where a child has identified SEND, a member of the SEND team will endeavour to attend these meetings to meet the family before starting and gather information directly from them as well as contacting the SENDCo at the previous school if applicable and ensuring all information is passed to us.
- All parents are invited to welcome meetings and stay and play sessions before entry to Nursery or Reception.

When moving classes in school:

- Dedicated staff meeting time in the Summer term for both teachers and TAs to pass on information including SEND support and strategies for individuals and groups of children. This is then followed up early in the Autumn term with further dedicated staff meetings to discuss transition information further.
- Where identified, additional visits or sessions to the new classroom and staff
- Where identified, photos or social stories of their new classroom and staff to take home and talk about with family.

Moving to another school:

- We will contact the new school SENDCO and ensure they are aware of needs and support currently in place and how it supports the child. Records will be passed on as soon as possible

Transition to secondary school:

- All of our children take part in transition days to their named secondary school. Some children may have extended transition where the need is identified.
- Support children through transition days through mentors or key members of staff if necessary.
- Our Year 6 leader will meet with secondary colleagues and share information, reports and SEND support plans with them prior to them moving on. A member of the SEND team will be present at these meetings.
- For children with an EHCP, the EHCP is usually reviewed in the Summer term with colleagues from the receiving school present as well as parents and any other professionals necessary.
- The SENDCo supports families with children with an EHCP in sharing information around secondary school choices and any other family who may need this support.
- Children who may need extra transitional support are highlighted to the Local Authority SEND team so that they can check in on their progress in the Autumn term in their new school.
- We work with the KFC foundation to support identified pupils with their transition throughout the Summer term and they offer support over the Summer holiday and into the Autumn term.
- We have a Family Support worker who works across our Academy Trust who works with identified children moving on to secondary who may need further support. This is then followed up with children moving to Macmillan Academy.

13. Middlesbrough's Local Offer

Middlesbrough Council's Local Offer brings together information for children, young people and families about the support available for those with SEND across education, health and social care.

Middlesbrough's Local Offer can be found at:

<https://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

The Local Authority point of contact for all SEND related issues is The Inclusion and Specialist Support Service. They can be via their duty/single point of contact number (01642 201831) or via email sen@middlesbrough.gov.uk

Related documents

- Archibald Primary School SEND Policy
- Archibald Primary School Accessibility plan
- Archibald Primary Admissions Policy
- Endeavour Academies Trust Complaints Policy
- [The SEND Ranges | Middlesbrough](#)



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