



# Skelton Primary School Local Offer SEND Report

**Updated April 25**

Schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Local Offer'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Skelton Primary School we know that working closely with parents is essential if we are to achieve this. We think it is important to celebrate the strengths of all our pupils and also know what interests them.

Quality Teaching is our priority. For some children, however, there are occasions when further support may be needed to help them achieve their targets. The decision to provide additional support is made by the school, in close partnership with parents. It is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals.

Our SEN 'Local Offer' outlines Skelton Primary School's provision and aims to answer any questions which you might have.

Skelton Primary School encourages all parents to contribute to their children's education. Every morning we meet and greet children and parents at the door between 8.30 and 8.40. This provides an opportunity to

pass on information, ask questions or to make an appointment. Mr Woolf is usually on the playground at the beginning of each day if you have a specific SEN concern or question. Formal parents' evenings usually take place in October and February each year and other opportunities are available by arrangement with class teachers.

## **Local Offer SEND Report**

### Categories of Special Educational Needs & Disability

Children's difficulties may fall into one or more of the following four areas:

#### Communication and interaction

Children and young people with speech, language and communication needs 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.

#### Cognition and learning

Support for learning difficulties may be required when children 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.

A specific learning difficulty (SpLD) is a difference or difficulty with some particular aspects of learning. The most common SpLDs are Dyslexia, Dyspraxia, Attention Deficit Disorder/ Attention Deficit (Hyperactivity) Disorder, Dyscalculia and Dysgraphia.

### *Social, emotional and mental health difficulties*

Children may experience a wide range of social and emotional difficulties which display 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, substance misuse, eating disorders or physical symptoms that are medically unexplained.

### *Sensory and/or physical needs*

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. These difficulties can be age related and may fluctuate over time. 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. 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.

### *How does Skelton Primary School know if children need extra help?*

We know if pupils need extra help if:

The parents/carers, teachers or child raise concerns

Limited progress is being made

There is a change in the pupil's behaviour or progress.

They have a medical diagnosed need that requires additional further support above the needs of other children.

### *What should I do if I think my child may have Special Educational*

### Needs?

The class teacher is the initial point of contact for responding to parental concerns.

If you have concerns, you can also contact Mr Woolf who is the SENDCo of the school. He can be contacted through the main office contact number (01287 650689) or email [a.woolf@skeltonprimaryschool.co.uk](mailto:a.woolf@skeltonprimaryschool.co.uk)

### Will I have to provide any information?

An initial discussion with SENDCo and/or Class teacher may be enough to share concerns and provide the support required for your child.

### How will I know how Skelton Primary will support my child?

If your child is identified as having a Special Educational Need, a SEN Support Plan will be devised by the class teacher with advice and support from the SENDCo. It will be differentiated accordingly to suit the child's individual needs. At times they will be closely supported by teaching support staff and the 'Nurture Intervention Team'.

If a pupil has needs relating to a specific area of the curriculum such as spelling, maths, handwriting etc, the pupil may be placed in a small focus group which may be run by the class teacher or a support assistant. The length of these interventions will vary but will usually last a term when they will be reviewed by all involved to ascertain their effectiveness and to inform future planning.

If appropriate, specialist equipment may be provided e.g. writing slopes, pencil grips or 'easy to use' scissors.

Standards Meetings (to monitor Pupil Progress) are held each term. In this meeting, class teachers discuss the progress of all children in their care. This shared discussion may highlight any problems in order for further support to be planned. Special Educational Needs forms an agenda item every week for Year Group Meetings and staff are also asked to check any issues arising at this point.

Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support or the Educational Psychology service. At this stage, further records may be produced to support communication between school, parents and the external partners. This document is known as a 'SEN Support Plan'.

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

All lessons will be appropriately planned with the aim of the children being successful within their classroom alongside their peers. On occasion the children will work within small learning groups.

Teaching Assistants may be deployed to work with a small focus group.

Any specifics relating to curriculum delivery will be outlined on the individual's SEN Support Plan.

Your child may be given additional resources to support their learning and meet their needs such as access to technology or different specialised equipment.

Children are ability grouped for some sessions and may work in a year group different to theirs if this is deemed appropriate. (Again this will be detailed on the SEN Support Plan)

### How will I know how my child is doing?

You will be able to discuss your child's progress at Parents' Evenings when individual progress will be shared. You will also receive 2 pupil reports annually that will highlight how your child is doing.

Any interventions or support given is regularly reviewed for its effectiveness in meeting your child's needs. This review is done regularly (at least half termly) and support changed or adapted based on feedback from staff, children and parents.

Your child's class teacher will be available at the end of the day should you wish to raise a concern. Appointments can be made through the office to speak to a class-teacher or the SEN Co in more detail.

### How will my child be included in activities outside the classroom

#### including school trips?

Trips/outings/residential are planned inclusively and when necessary a parent will be invited in to discuss at the earliest planning stage.

Risk Assessments are carried out and procedures are put in place to try to enable all children to participate.

Our curriculum will always be adapted to meet the needs of all learners so they can be included in all elements of school life. If it was deemed that an intense level of 1-1

support may be required a parent may be invited to accompany their child during the activity.

*How will staff understand my child's needs?*

All staff have whole school SEN training at least annually. Previous training has included teaching children with dyslexia and those with Social Emotional and Mental Health needs (Trauma Informed Practice).

For specific needs, the staff will have an enhanced transition plan to receive information from the previous teacher. This may involve attending additional external training or meeting specialist teachers such as those from the visual and hearing impaired service.

Mr Woolf holds the National Award for Special Educational Needs Coordinators.

*How will you help me to support my child in their learning?*

The class teachers will provide strategies you can try at home. An outside agency will often provide you with a programme of ideas following an assessment. This is particularly from Speech and Language Therapists.

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

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering social, emotional and mental health difficulties. We have a clear process to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. We also follow guidance detailed in 'Promoting and supporting mental health and wellbeing in schools and colleges' published by the Department for Education, 2025.

Your child's well-being will be supported through:

Class teachers, who are readily available for pupils who wish to discuss issues or concerns.

Our Nurture Intervention Team have responsibility for pastoral support and can time-table availability to work with individual children and their families. This may include sessions to help pupils with social, emotional and mental health difficulties.

The SENDCO also works closely with children and families to provide pastoral support.

Interventions are available for children who are experiencing social, emotional and mental health issues;

Lunchtime support is available for children who find lunchtimes a challenge;

The school also works closely with external professionals to gather additional advice and support if necessary. This may include local health partners or a referral could be made to the Child and Adolescent Mental Health Service (CAMHS) if appropriate.

*My child has a disability. How will this affect their schooling?*

Admissions for disabled pupils is the same as all pupils at Skelton Primary. Our Accessibility Plan ensures the building is able to be accessed by all children. Like all children with additional needs, we will meet with you to ensure we fully understand your child's needs and then put things in place to ensure these needs are met. The curriculum will be adapted to ensure your child can play an active part in school life and be successful.

*Will my child be able to access all areas of the school?*

The school is wheel chair friendly throughout;

Accessible toilets are available;

Changing/washing facilities are available in two areas of school

(Entrance/Nurture Room);

Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs;

Accessible parking bays are provided.

See our Accessibility Plan for more information.

*How will Skelton Primary School support my children on joining or transferring from their school?*

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

Transition days within school and between schools at normal transition points (FS2 and Year 6), Transition between years happens prior to the summer holidays to allow

children and parents to meet their new teachers before the summer break. We have found this significantly reduces any worries over the summer holidays.

Discussions between previous or receiving schools prior to the pupil joining/leaving.

Secondary school staff visit the school to talk to pupils prior to them joining their school.

Mr Woolf liaises with secondary SENDCos passing over valuable information prior to transfer.

If appropriate a bespoke plan may be arranged between the two schools and involve a planning meeting with the parents.

### *What do I do if I have a complaint about my child's education at Skelton Primary School?*

If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we would encourage them to talk to their child's class teacher or the SENDCo as soon as possible. Where an issue cannot be resolved at this stage, reference should be made to the school's Complaints Policy, which is available on the website or from the school office.

### *Who can I contact for further information?*

If you wish to discuss your child's education please contact the school's SENDCo

( a.woolf@skeltonprimaryschool.co.uk) or visit

Redcar and Cleveland Local Offer Website

[Local Offer - SEND | Redcar & Cleveland: Information Directory](#)



# **Glossary of Terms and Abbreviations Used in Relation to Inclusion and Special Educational Needs**

ADD Attention Deficit Disorder

ADHD Attention Deficit & Hyperactivity Disorder

ASD Autistic Spectrum Disorder(s)

CAF Common Assessment Framework

CAMHS Child & Adolescent Mental Health Service

COP Code of Practice

CP Child Protection

EAL English as an Additional Language

EP Educational Psychologist

EYFS Early Years Foundation Stage

HI Hearing Impaired

HV Health Visitor

KS Key Stage

MLD Moderate Learning Difficulties

MSI Multi-Sensory Impairment

OT Occupational Therapist

PD Physical Disability / Difficulties

Physio Physiotherapist

SALT Speech and Language Therapy / Therapist

SLD Severe Learning Difficulties / Disabilities

PRU Pupil Referral Unit

SEN Special Educational Needs

SENDCO Special Educational Needs and Disabilities Co-ordinator

SLCN Speech, Language and Communication Needs

SpLD Specific Learning Difficulties

SW Social Worker

TA Teaching Assistant

VI Visual Impairment