



Mandale Mill Primary Information Report



Updated November 2015, April
2016, June 2017 , June 2018,
November 2018 and April
2019

Stockton Borough Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.

The main aim of the local offer is to enable families to see readily the support they can expect locally without having to struggle to find the information.

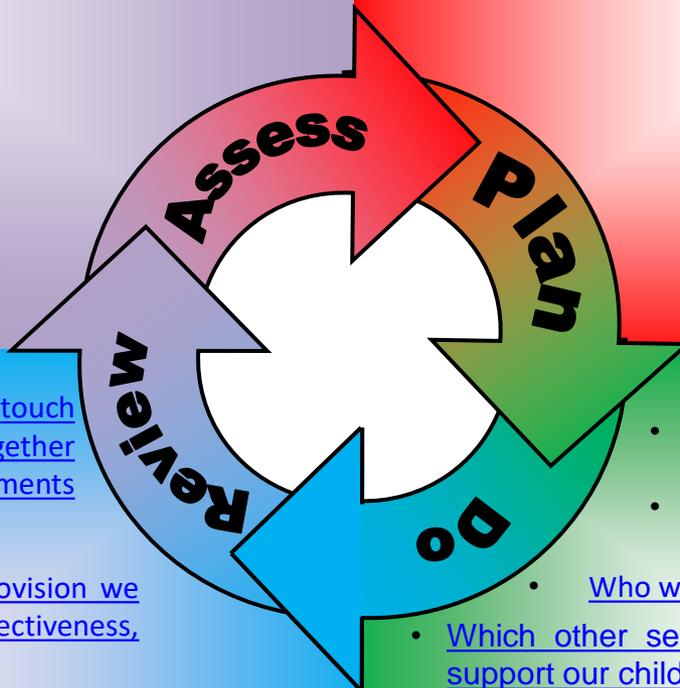
All schools are required to provide information to parents on how to seek additional support beyond that which is 'normally available' for their child. This is our school offer.

- [How does our school know/identify that children and young people have special educational needs and/or disabilities? \(SEND\)](#)
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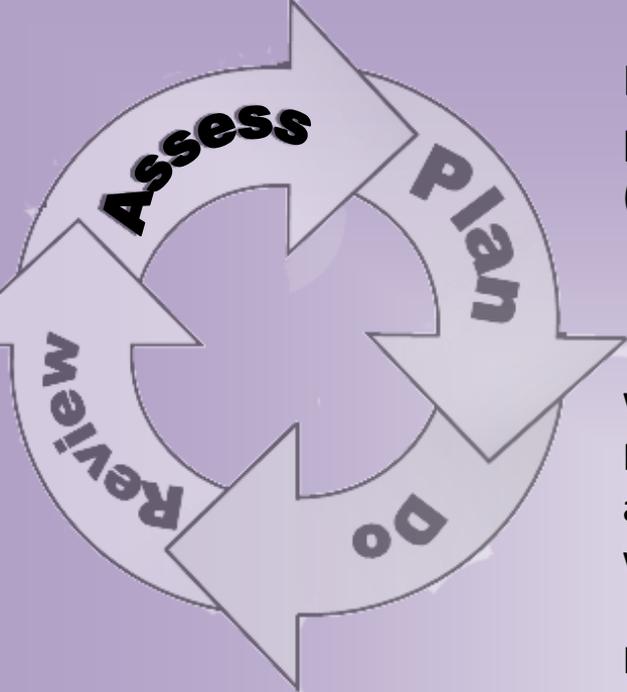


- [Who will be talking with and keeping in touch with the parent/carer? \(working together towards outcomes, reviewing arrangements etc.\) and how often?](#)
- [How do we assess and evaluate the provision we have arranged for your child? \(effectiveness, outcomes, progress\)](#)
- [Where can parents/carers find additional information e.g. SEND policy, LA Local Offer](#)

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- [How is the different provision delivered in our school?](#)
- [What role will the child/young person's teacher/s play in the additional provision?](#)
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- [Which other services do we use to provide for and support our children/young people?](#)
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- [How does our school encourage parent/carers to become involved in the additional provision?](#)

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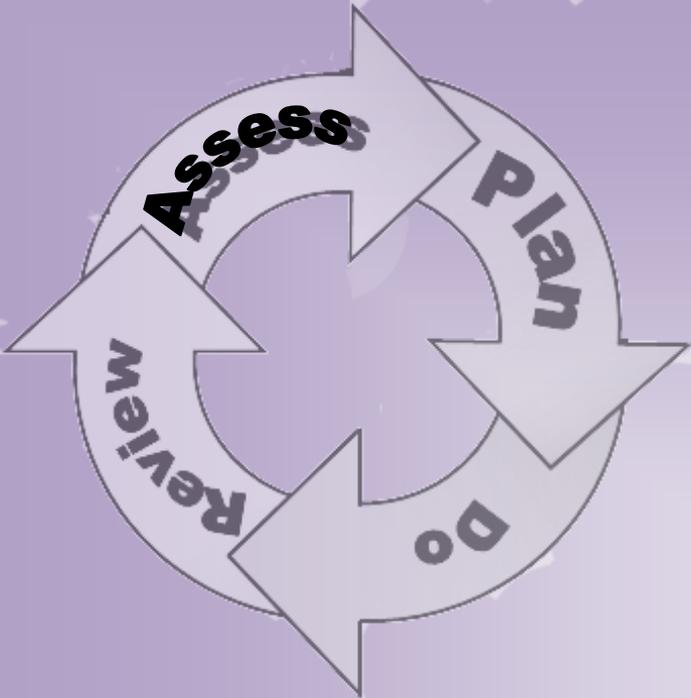


How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)

When pupils have identified SEND before they join Mandale Mill Primary, we work very closely with the people who already know them and use the information already available to identify what their SEN will be in our school setting.

If you tell us you think your child has a Special Educational Need, we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology – we always share with you our findings and the next steps we need to take.

If teachers feel that your child has a Special Educational Need, this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why). If school become concerned about your child, you will be contacted immediately by their class teacher or the school's SENCO.



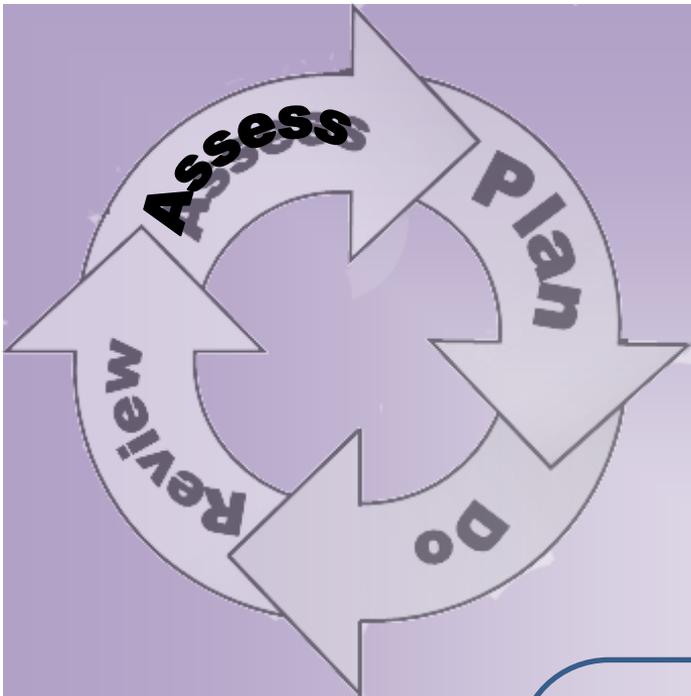
What are the first steps school will take if SEND are identified?

We are child and family centred so you can expect “no decision about me without me”.

The class teacher and SENCO will have a joint meeting with parent/carers to discuss their child and register the child on the SEND register within school. At this meeting we will discuss next step.

When we assess SEN, we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.

Where appropriate, we will write and review targets or Individual Behaviour Plans (IBPs) with pupils and parents/carers, a copy will always be available for you.



What should parents/carers do if they think their child has SEND? How can they raise concerns?

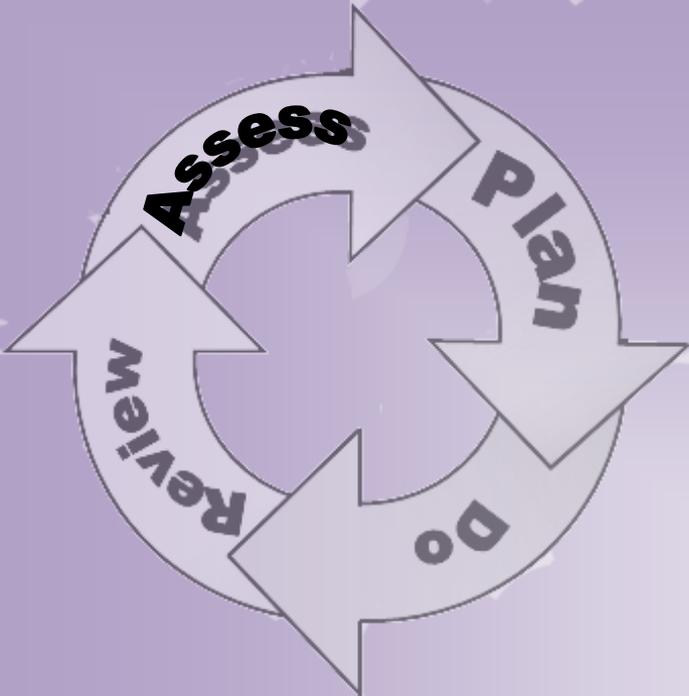
Parents/carers should discuss with the class teacher or with the SENCO if they think their child has SEND. Communication is key so it is important that you feel able to speak to staff in school.



Hi! I am Mrs Fields and I am the SENCO at Mandale Mill. Please ring the school office on 01642 647010 if you would like to meet with me at any time. The best times to ring are between 8:15-8:45 and 3:30-4:30

Alternatively parents can also contact;

Stockton Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS)
Business Support & Improvement Service
Children, Education & Social Care
4th Floor, Bayheath House
Stockton on Tees
TS18 1DF
Telephone – 01642 527158
Email – SENDIASS@Stockton.gov.uk



What intervention is available to all children/young people?

All children in school have access to quality first teaching. Sometimes we identify children that need to have further support in order to help them learn. We offer a wide range of support to help support a child's learning and well-being. It may be that they only need extra support in one area of the curriculum. The class teacher will identify who needs extra support and how often they will receive it.

The class teacher and/or Special Educational Needs Co-ordinator (SENCO) will discuss with you how often your child receives extra support.

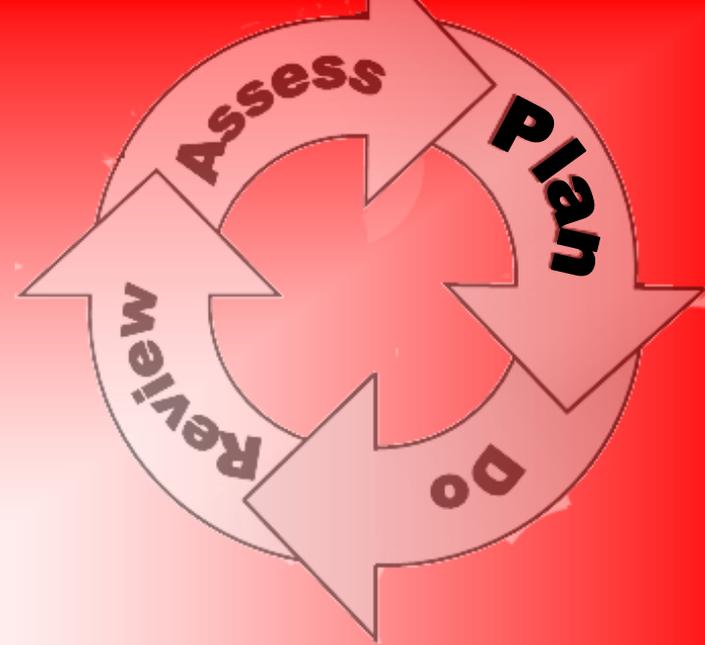
The school Governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENCO report back to the Governing Body regularly. Our SEND Governor is Mrs Emily Greenhalgh.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support Mandale Mill offers children/young people with SEND.

At Mandale Mill we embrace the fact that every child is a unique individual and therefore their needs will be different. What we offer will be different for every child and will depend on the nature of the special educational need/disability. We have high aspirations for all of our children. Teachers will use a range of teaching and learning styles and differentiated teaching materials to meet the needs of all children. For children who have been identified as needing additional support, we can provide access to ICT equipment and resources, additional adult support, small group work, flexible curriculum, rewards, mentoring, access to professional counselling and extra curricular activities.

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How does our school plan for transition for children/young people with SEND?

We use the Moving Forward document written by Stockton on Tees to ensure a smooth transition from school to school. There is always an initial meeting with parent/carers, school and where appropriate, the Educational Psychologist, to reflect on aspirations and concerns. Once the new school is known, we meet again with the SENCO from the new school and talk through the transition plan.

For children who are new to the school we encourage pupils and their parents to visit the school before they start and liaise with previous schools/professionals who have worked with the child.



What expertise does the school and our staff have in relation to SEND?

All our staff have regular training which means we are able to adapt to a range of SEN:- specific learning difficulties (including dyslexia); Autism; speech, language and communication needs; and emotional, social and mental health needs. We involve external professionals to support this training and offer further advice for individuals.

We have specific staff trained in:

- Numicon interventions;
- Toe by Toe;
- Supporting children with attachment disorder;
- Supporting children with sensory processing disorder;
- Supporting children with the use of PECs (picture exchange communication system).



Which other services do we use to provide for and support our children/young people?

Please click here



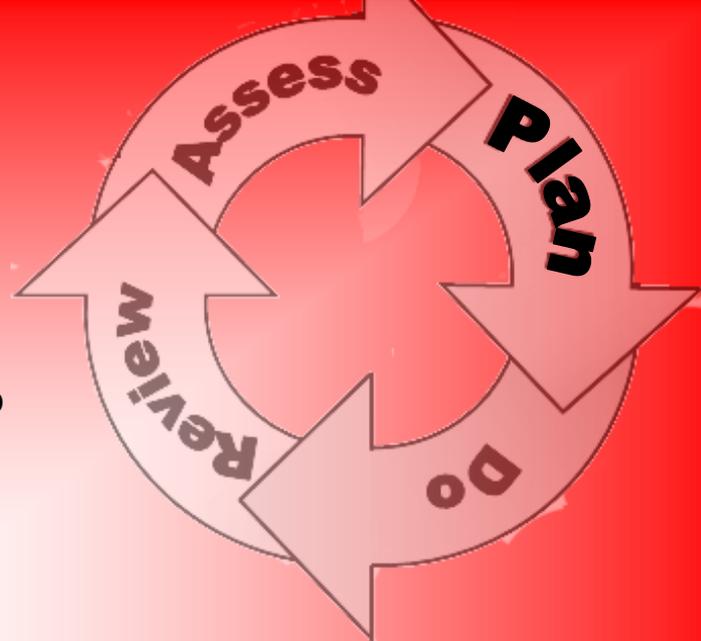
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How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Regular meetings with staff, parents and professionals are key to share information.

EHC plans are reviewed annually. Teachers will be involved with these meetings.

Individual targets and Individual Behaviour Plans are shared with all the relevant staff.



How is the different provision delivered in our school? What role will the child/young person's teacher/s play in the additional provision? Who will be working with your child?

We are an inclusive school. Wherever possible, children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs. We use a number of approaches to teaching tailored for all pupils. We believe that all children will first and foremost access Quality First Teaching.

For those pupils that require additional support, above and beyond that found within the classroom, we tailor interventions to support the individual needs. These interventions are the responsibility of the class teacher and SENCo. These interventions will either be led by the class teacher, teaching assistants, Mrs Fields or outside specialists.

Class teachers are accountable for the progress and provision, so will work closely with the child, support staff, SENCo and parents to assess the interventions and next steps.

The additional provision in school also includes-

- [Infant Assessment and Support Class \(IASC-Class 4\)](#)



Infant Assessment and Support Class

We are in our final year of supporting children within the IASC known as The LAB in school. Children who are needing additional support ,beyond that of a mainstream class, as identified by the Local Authority may access an Enhanced Mainstream School. Details of these can be found within the local offer or parents could speak to Mrs Fields about this further.



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Which other services do we use to provide for and support our children/young people?

- We use Early Help to gain a multiagency approach to support children and families.
- We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; social, emotional or mental health needs; severe learning difficulties; autism)
- We get support from local authority services which include the educational psychologist and the inclusion team.
- We get support from speech and language therapy (SaLT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy
- We get support from occupational therapy for pupils who require a programme of intervention.
- We access TaMHs (Targeted Mental Health service) for pupils who require further support with social, emotional and mental health difficulties.
- We get support from occupational therapist to support sensory needs.

How will parents/carers be kept informed of engagement in additional provision whilst it is ongoing? How does our school encourage parent/carers to become involved in the additional provision?

Together we review the pupil's progress; agree what everyone will do to make teaching more effective, learning easier and our target for the pupil's achievement; how we will work together; what we will each do; at an agreed date will review how well the pupil is doing and if we are making difference, and what we need to do next. We include the pupil and the parent in these discussions.

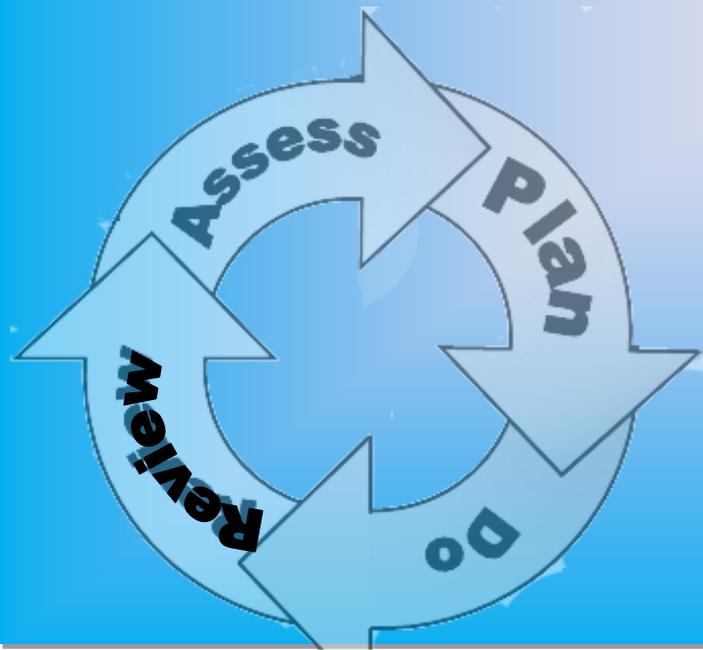


Who will be talking with and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements etc.) and how often?

For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help. Targets are updated on a termly basis or more regularly if required. This is often in conjunction with the SENCO.

If we require external agencies to work with children, a joint home school consultation will happen with the relevant professionals beforehand to discuss aims and the SENCO will arrange a further meeting after to discuss outcomes and next steps.

The SENCO will arrange annual reviews for children who will have an Education Health Care Plan under the new legislation.



We encourage parents to actively seek help, advice or raise concerns regarding their child.

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How do we assess and evaluate the provision we have arranged for your child?
(effectiveness, outcomes, progress)

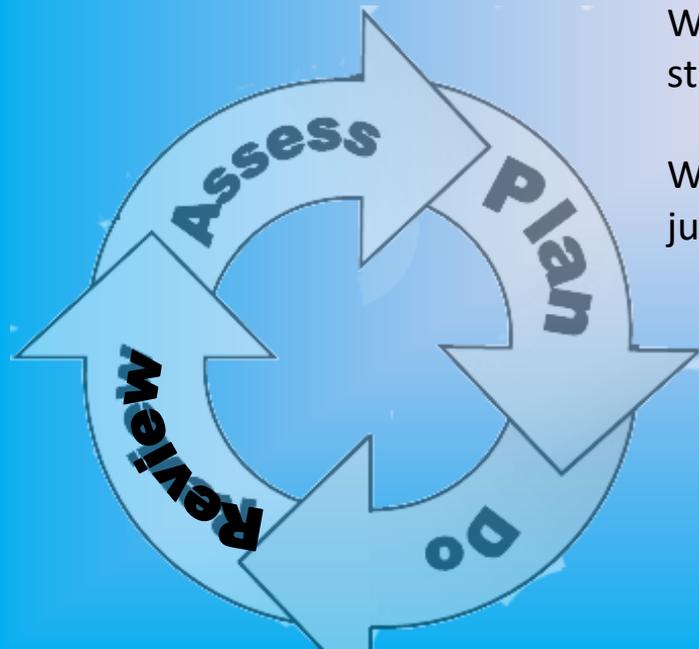
We use nationally agreed guidelines on progress to check that this is good enough.

We check how well a pupil understands and makes progress in each lesson

Our senior leadership team check the progress of pupils every term (more often if progress is slow) and we discuss what we are doing to make sure pupils make good progress (is there anything else we can do?)

We use P scales and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum

We regularly use staff meetings to moderate assessment judgements.



What if I am not happy with the provision?

We would encourage that all parents first arrange a meeting with the class teacher and SENCO.

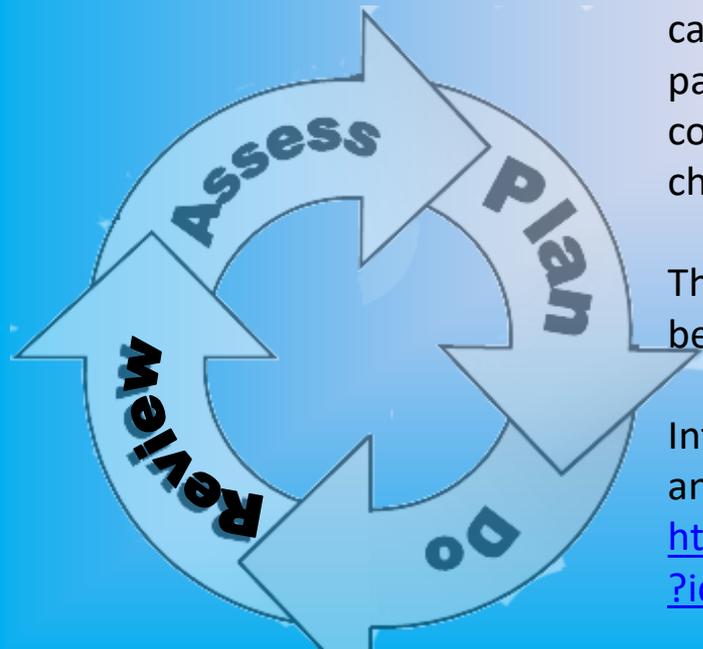
Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the headteacher. The headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

Should a parent have a complaint about the headteacher, s/he should first make an informal approach to the Chair of Governors, who is obliged to investigate it. The Chair of Governors will do all she can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, she can make a formal complaint, as outlined below. In the absence of the Chair, the vice-chair of governors may be approached.

The local authority can also attend a meeting if a resolution hasn't been found.

Information regarding Resolving Disagreements, Mediation, Tribunals and Appeals can be found :

<http://search3.openobjects.com/kb5/stockton/directory/advice.page?id=5-70dRluz68>



Where can parents/carers find additional information
e.g. SEND policy, LA Local Offer ?

Please find links to access the additional information.
Alternatively speak to Mrs Fields in school.



😊 **SEND code of practice-** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

😊 **Stockton Parent Carer Forum -** <http://www.stocktonparentcarerforum.co.uk/>

😊 **SEND policy – please click**

😊 **Local Offer:**

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>



Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Flexible approaches to timetable;
- Modifications to lunch and/or breaktimes;
- Enhanced access to additional aids;
- Access technology ;
- Explicit teaching of generalising skills from one context to another;
- Careful planning of transitions;
- Mentoring and/or buddy systems;
- Social stories developed alongside a TA;
- Time to Talk intervention for children with social, emotional and communication needs.;
- BLAST (boosting language auditory skills and talking) intervention to develop speech, language and communication skills in the Early Years Foundation Stage;
- PECs (picture exchange communication system) material and staff trained in the communication aide.



Cognition and Learning

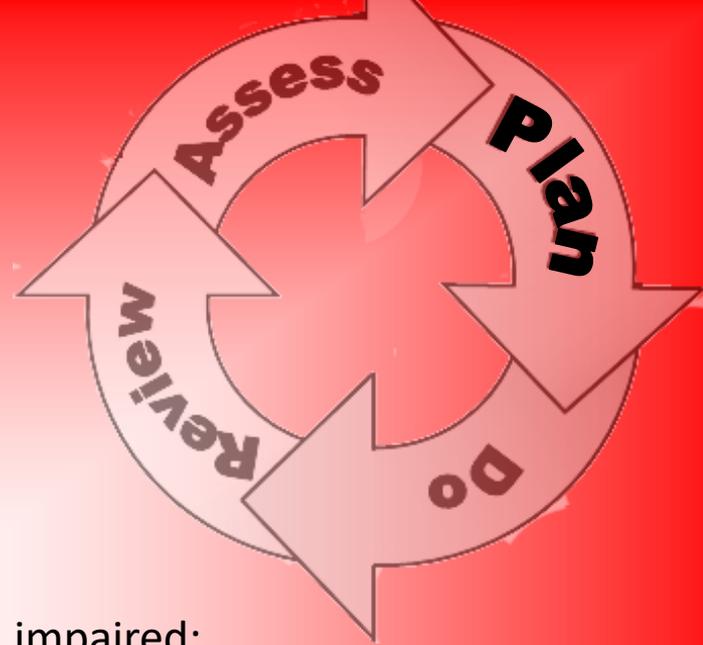
- Regular, individually focused intervention;
- Increased access to small group support ;
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age;
- Phonic development programmes;
- Increased access to ICT;
- Flexible groupings;
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware;
- Adaptations to assessments to enable access e.g. readers, scribe, ICT;
- Curriculum will be adapted to meet the learning needs of the child/young person;
- Delivery;
- Frequent repetition and reinforcement.



Social, Emotional and Mental Health Difficulties

- Access to time out/individual work area;
- Mentoring;
- Individualised rewards system;
- Access to counselling services- TaMHs;
- Increased access to additional adults in the classroom;
- Supported careers programmes;
- Alternative curriculum opportunities;
- Opportunities to develop Social Emotional Aspects of Learning.





Sensory and/or Physical Needs

- Access to a specialist teacher/LSA for the hearing/visual impaired;
- Concrete apparatus available to support learning;
- Access to support for personal care;
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists;
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum.