



LOCKWOOD PRIMARY SCHOOL

'A happy place to learn'

Special Educational Needs and Disabilities (SEND) Information Report

At Lockwood Primary School we base our ethos on **happiness** and on **learning**.

We work hard to ensure that Lockwood is 'a happy place to learn'. We want children to be happy that they are learning and to also learn how to be happy. We hope that you will find this to be true for your child. We aim to create a stable, secure environment, one where every member of staff knows all the children and where each individual child is valued and their uniqueness is celebrated.

Our staff work hard to provide our children with a broad, balanced and exciting curriculum, that allows all children to experience success.

We believe in our children and work hard to support our families. If you have any questions, queries or concerns about your child while they are in our care please don't hesitate to get in touch.

What does Special Educational Needs and Disabilities (SEND) mean?

A pupil has SEND if they have a learning difficulty or disability, which requires a special educational provision that is different from, or additional to, that which is normally available to pupils of the same age. These difficulties will fall into the following four categories:

Sensory and/or Physical needs

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health Needs



Some students may have complex needs, which cover a range of difficulties.

Children with language difficulties because they have English as an additional language (EAL) are not automatically regarded as having SEND, although EAL pupils may also have one or more of the SEND needs above.

The Disability Discrimination Act (1995) states that 'a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

How do we identify children with SEND needs?




Children will be identified as having SEND if they have significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability preventing or limiting the use of educational facilities provided for children of the same age.

We encourage parents to contact us if they think their child may have SEND, so that we can discuss concerns. The class teacher is the initial point of contact and they may refer to the SENCO as needed.

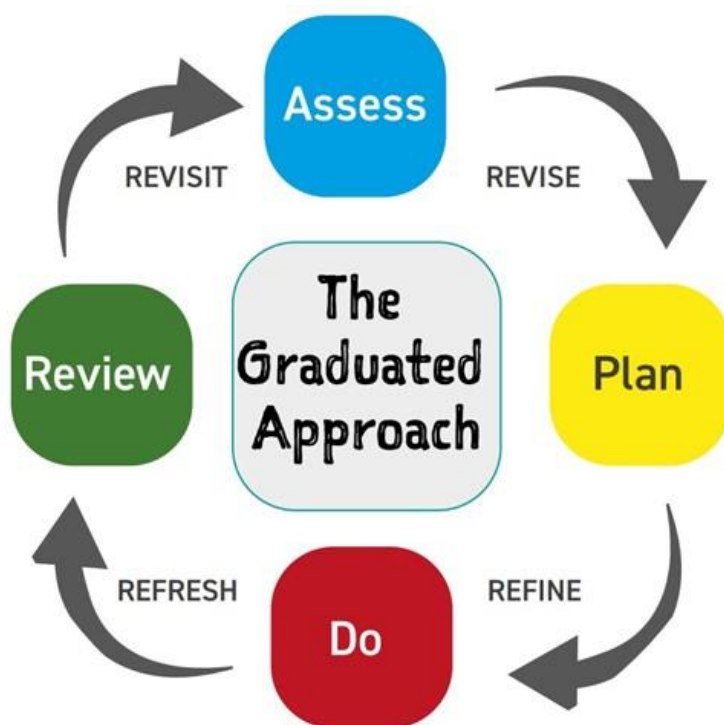
To ensure we are meeting the needs of all of our children, we aim to ensure the early identification of children requiring SEND provision.

Before children enter nursery we will:

Gather information from parents	Arrange meetings between parents and SENDCO when necessary	Use data from previous child care facility
Liaise with the Early Years Practitioner team and the Early Years SENDCO		Arrange and attend review meetings for children with EHC Plans

Once children start school:

- We use data to identify SEND and to inform the provision required.
- Data and pupil progress are analysed at key points in the school year by senior staff and the SENCO, to identify if the data shows any concerns that should be further investigated.
- Teachers inform SENCO of any concerns.
- SENCO may investigate further and if necessary arrange in-depth assessments from specialist professionals, who will provide recommendations for provision.
- Daily monitoring of need, through conversations between key members of support staff.
- We use the Assess, Plan, Do, Review cycle to plan support and measure progress.



How does the school involve parents in planning for those needs?

Parents are fully informed and are encouraged to have an active role in enabling support for their child.

- Open evenings are held each term for all parents.
- Pupils with SEND support plans will be offered longer appointments to review progress and refine targets (SEND reviews).
- For children who have an Education, Health and Care Plan (EHCP), annual reviews are held with teaching staff, parents and other professionals. Pupil involvement is also important.
- Annual reports give parents feedback on their child's progress.
- Parents are invited to attend meetings with other professionals involved with their children.

How do we support pupils with SEND?



When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and offered the opportunity to meet staff to discuss this further. We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the expected impact. All teachers at Lockwood Primary School have a responsibility for the teaching, monitoring and evaluating of students with SEND, as stated in the

SEND code of practice. The SENDCO has overall responsibility for the children on the SEND register. SEN Support plans will be written and evaluated by the class teachers and shared with parents each term. Children who have an EHCP will have this monitored and reviewed by the class teacher and the SENDCO.

How are decisions made about the type and amount of provision a young person will need?

Through talking to parents and the child to understand and establish what they see as the priority.



Through seeking and acting on the advice from professionals who have been working with or assessing a student.



Through using accurate and reliable evidence the school has collected. This includes assessment data, standardised testing and benchmarking.



The amount of provision is decided in line with the needs of the student; for example, this could be a short-term programme of work such as a half term of input on a specific area of need or longer term in-class support.

Effectiveness of any intervention will be monitored throughout with a full evaluation at the end or at review points to ascertain progress towards objectives.

Reviews will consider the success of the current provision and whether any alternative or additional intervention is required.



What does the curriculum look like for pupils with SEND?

The overall curriculum structure is directed by the government and the National Curriculum. All children have an entitlement to study a full curriculum, although where it is deemed in the child's best interests, variations to timetable may be made to meet specific needs. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum, to ensure that all pupils are able to make progress. Differentiation and scaffolding is planned for groups and individuals according to need. We aim to promote the independence of each child and to offer the necessary skills to enable them to access the whole curriculum.

How accessible is Lockwood Primary School?

We work hard to ensure that our school environment and the decisions we make about our school do not compromise our commitment to accessibility and equality for all.

- The school has a disabled toilet facility.
- There is a disabled parking bay at the front of school and we have plans to introduce an additional bay.
- The lighting in the school has been approved in an audit carried out by STARS visually impaired service.
- All classrooms and communal spaces are wheelchair accessible.
- The school has an Accessibility Policy and Plan.
- The school publishes its equality objectives in accordance with its duty under the Public Sector Equality Duty.

What is done to support pupil's mental health and well-being?

The well-being of all of our pupils is so important in delivering our ethos of Lockwood being a happy place to learn.

- Student council includes pupils from Y1 to Y6, with elected representatives that collect and discuss the views of pupils. All children can contribute their views through this forum and the school council regularly meet with the headteacher and senior leaders to pass on these views.
- We work with a service called The Link via our Getting Help programme, to organise a range of counselling and other mental health initiatives to support our children and their families.
- We take part in the Headstarters programme to train children as junior mental health leaders.
- At lunchtimes children can access our Headstarters room, where they can take part in a range of mindfulness activities including: reading, colouring and board games.
- We have broad knowledge of the additional support available from specialist organisations and, where needed, can refer children to these services. Occasionally a coordinated support plan may be created for children who have more complex needs.
- All relevant staff are trained to assist pupils with medical conditions.
- Pupils' views are sought through school council and other forums.

What specialist services do we work with?

We regularly liaise with outside agencies to access specialist support, guidance and training for our staff to meet the needs of our children. We work with (amongst others):

Speech and Language Therapy Service
Educational Psychology Service
Early Years Practitioner team
Early Help Intervention Support
Children's Social Care
Inclusion Team
School Nursing team
Health Visitors
Counselling services
Behaviour Support Service



Child and Adolescent Mental Health Service
Specialist ASD professionals
Specialist Teaching Service
Occupational Therapy service
Physiotherapy
Hearing Impaired Service
Visually Impaired Service
The Junction Foundation
The Link
Attendance and Welfare Service

What training do staff receive for SEND provision?

We strive to provide the highest quality of whole class teaching, every lesson, every day for every pupil. This is known as 'wave 1' or 'step 1' in meeting pupil's needs. Our staff are trained to deliver 'wave 2' (small group) and 'wave 3' (one to one) intervention programmes to help pupils make progress. We are proactive and aim to provide appropriate support for individuals as far as the school budget will allow. Such interventions include:

- Teodorescu Handwriting intervention
- Letter Join Handwriting – extra sessions for target children
- Better Reading
- Early Talk Boost
- Read, Write, Inc 1:1 – extra early sessions for children in Y1 and Y2
- Mastering Number – KS1
- Number Sense – Lower KS2
- Success @ Arithmetic
- Times Table Rockstars – Extra bespoke sessions for target children in KS2



Our SENDCO is a member of the Local Authority SEND Cluster, providing the opportunity meet other SENDCOs from around the local area to share best practice and provide support for partner schools. In 2025 our school took part in an innovate new SEND School Improvement programme, delivered by Whole Education. The programme challenges school to be reflective over their current provision and to establish self-improving systems for SEND. As a result of this programme we have developed a comprehensive action plan to improve further our, already comprehensive, SEND practice.

Over the past few years, our staff have attended training in the following areas:

Paediatric First Aid	Dyslexia	Dyscalculia	TEAM teach
Keeping Children Safe in Education	Early Talk Boost	Child protection	Online safety
Trauma Training	Bereavement Training	Visual Impairment Training	'SEN in a Nutshell'
Equality & Diversity	Adverse Childhood Experiences	Provision Mapping	'More than Words' ASD in Early Years

What does the extended curriculum look like for SEND pupils?

Our children are offered a wide range of activities outside of school. When planning such activities consideration is given to the needs of the children involved and parents are consulted on the suitability of such activities. Our aims is to ensure that all the opportunities that we provide are accessible for all our pupils. The reasonable adjustments we make may include additional staffing, specialist staff or equipment or provision of transport or welfare facilities.

For visits away from our school site, our trip planning and management system allows us to consider and mitigate any additional risks for SEND pupils.

What is transition like for SEND pupils?

Transition at any stage of a pupil's education can be daunting and this can be magnified for pupils with additional needs. Whether it is on entry to our school in Nursery, joining school full time in Reception, moving between year groups or leaving to go to secondary school, we ensure the transition is as child centred as possible. We offer new children support through an induction period and if applicable, make every effort to communicate with their previous school. We ensure a continuity of support and 'keep in touch' with key adults who have supported children previously.



In terms of secondary school transition, we have long standing and effective relationships with our local secondary schools and we share information to support pupils' learning and well-being. We organise and enhance transition, giving further support if necessary including additional visits to the new setting with the pupil's current teacher.

The annual review for Year 6 children who have an EHCP is held in the autumn term to ensure that transition is well planned. Once a secondary school place has been allocated a meeting is arranged between school, parents and secondary school staff. Any need of or plans for enhanced transition is discussed and arranged at this time.

When we approach the end of the academic year, children spend some time with the teacher they will have in September on a 'move up' day(s). The teachers have transition meetings, where all children are discussed and academic and pastoral information is shared. There is a particular focus on SEND children and their SEN support plans and additional information is shared between the teachers.



How are the extra staff and resources for SEND pupils paid for?

Within our school budget each year is an allocation for SEND provision. This is provided by the Local Authority through a funding formula that considers factors such as deprivation, prior attainment and other 'local' issues. It is therefore expected that the school funds the initial costs of any SEND provision. Where the school considers that further resources are required to meet a child's needs, either materially or in terms of staffing we can make a referral to the local authority resource and support panel. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Who can I talk to if I need further Information?

In the first instance it is always best to contact your child's teacher if you have any questions or concerns regarding your child in school.

Our SENDCO is Mrs Dickinson who can give you information, advice and guidance if you are concerned your child might have additional needs. Mrs Dickinson can be contacted via the school office and appointments are always available to give you the time to discuss your concerns.



Mrs Dickinson
SENDCO



Mr Johns
Headteacher

Lockwood Primary School,
Margrove Road,
Boosbeck,
TS12 3BL

Tel: 01287 650238

Email: office@lockwood.rac.sch.uk

There is a lot of information and links to organisations that support child with additional needs on our website at <https://lockwoodprimaryschool.eschools.co.uk>

What if I am not happy with something regarding my child's SEND provision?

We would invite any parents or carers who have concerns to raise these with their child's class teacher, Mrs Dickinson (SENDCO), or Mr Johns (Headteacher) in the first instance to see if they can be resolved.

The school has a comprehensive complaints procedure which is available on the website and from the school office if parents or carers wish to pursue matters further.



Where can I find other information about SEND?



The Redcar and Cleveland Borough Council website has a comprehensive section on the Special Educational Needs and Disabilities Service page: redcar-cleveland.gov.uk/schools-and-education/special-education-needs-and-disabilities-services



SENDIASS offer impartial advice and support on all matters relating to special educational needs and or disability. southteessendiass@barnados.org.uk



The Redcar and Cleveland Information Directory contains resources for adults, families, and local SEND communities. It is also where you can find the Local Offer which lists organisations which can provide service and advice for children living with SEND

<https://informationdirectory.redcar-cleveland.gov.uk/>



The Department for Education has SEND information for parents on its website:

<https://www.gov.uk/children-with-special-educational-needs>