

Special Education and Inclusion Information Report

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Our school's approach to supporting pupils with SEND

At Skerne Park Academy we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

As a school, all our staff are teachers of SEND. We will use our best endeavours to ensure that teachers in school are able to identify and provide for those pupils who have special educational needs, which will allow them to be fully included in all activities, curricular or otherwise, alongside their peers.

Our SEND Information Report is updated and reviewed annually by all stakeholders and the Academy.

Catering for different kinds of SEND

At Skerne Park Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities.

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 him or her. The educational provision made for them is 'additional to or otherwise different from, the educational provision made generally for children of their age'.

There are four broad areas of Special Educational Need. These are:

- **Communication and Interaction** – This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
- **Cognition and Learning** – This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties..
- **Social, Emotional and Mental Health Difficulties** – This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.
- **Sensory and/or Physical Difficulties** – This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

We have experience of supporting children and young people with a range of needs, including:

- Speech, language and communication needs

- Autistic Spectrum Disorder
- ADHD
- Attachment and developmental trauma
- Gross and fine motor difficulties
- Sensory processing difficulties
- Social, emotional and mental health needs
- General and specific learning difficulties including Global Developmental Delay
- Down's Syndrome

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Clair Gooding	Head teacher	
Leanne Wilson	SENDCO	

The SENCO

Name of SENCO	Email address	Phone number
Leanne Wilson	SENDCO	01325 380831

Securing and deploying expertise

All staff regularly review their own performance management and will attend any courses and training to further their knowledge and understanding of SEND. The SENDCo has achieved the National Special Educational Coordination Qualification.

Some examples of staff training:

SENDCo regularly attends SEN Local and National Updates
Strategies for supporting children with 'dyslexia' (difficulties with reading, writing and spelling)
Strategies for supporting children with 'dyspraxia' (problems with motor skills, organisation)
Strategies for supporting children with Attachment Difficulties, x1 staff with Attachment Lead qualification
X2 Emotional Literacy Support Assistant (ELSA) and 1 Emotional Literacy Support for Early Years (ELSEY)
Positive Handling
Speech and Language Training including Early Talkboost, ELKLAN
Social Competence Training (Lego)
Occupational Therapy
Play therapy

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:

- Purchasing Educational Psychology to identify additional support for learners
- Training staff in relevant areas to meet and support the needs of SEND pupils
- Self-funded Inclusion Base, Pathways
- Providing direct support for children in terms of the staff that support them throughout the day to meet their needs
- Purchasing a range of SEND resources to support pupils

If a child has complex special educational needs, we could also receive additional funding as part of an EHC Plan from the Local Authority to meet the agreed outcomes.

Pathways SEN Base

Pathways is a self-funded 16 place inclusion base for our Key Stage 1 and 2 children with SEND who have an EHCP or are on the pathway to receiving one (Range 4 and above). The base offers a tailored educational experience to enable children to make progress. Staff personalise children's learning, whilst considering not only their social and emotional needs and their SEND needs but also the National Curriculum knowledge and skills they are required to access. Pathways is well structured with an importance on routine, structure and familiarity. The group follow bespoke English, Maths and Curriculum planning following the National Curriculum. Pathways gives children broad opportunities within and beyond the curriculum.

Pathways provides a knowledge-rich, broad, inclusive and innovative curriculum, underpinned by a thorough knowledge of each individual pupil, their strengths, needs and how they learn. The intent of the curriculum offer is to introduce pupils to a range of learning experiences to enable them to achieve rapid progress in their learning, become more independent individuals and develop skills needed in later life.

The base is a caring, safe and friendly space where the day-to-day challenges within a busy mainstream classroom are reduced. Personal, emotional, social and moral skills are enhanced through bespoke planning linked to Support Plan and Education, Health and Care Plan outcomes. The preferred learning styles of each child are taken into consideration and curriculum delivery is planned accordingly, making children feel safe and connected.

One of our therapy dogs, Amadeus, is an outstanding member of our team who support children in need of regulation, listening to children read when parents/carers are unable and they are inclusive to all, especially when children are simply having a wobble.

Identifying and assessing pupils with SEND

How we identify, assess and review children with special educational needs

At Skerne Park Academy we identify the needs of the children by considering the needs of the whole child which include not just the special educational needs. The purpose of identification is to work out what action we need to take and not to fit a child into a specific category. Most children and young people in mainstream schools will have their special educational needs met through good classroom practice.

Early Identification of Need

At Skerne Park Academy we also consider what is not considered to be SEND but may have an impact on progress and attainment. These include;

- Disability (this alone does not constitute SEND)

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

Children are identified as having Special Educational needs (SEND) through a variety of ways, which may include some of the following:

- Liaison with a previous school or setting
- Concerns raised by the parent/guardian
- Concerns raised by the teacher
- Child performing below age related expectations despite undergoing a range of interventions
- Children with an Education, Health and Care Plan (EHCP) have their needs clearly identified

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils.
- Consult with relevant external agencies
- Use observations

There are a range of ways this can be done, for example:

- Termly parents/ carers consultations;
- Ongoing discussions with a class teacher and/or SENDCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEND Support Plan or the Annual Review of their EHC Plan;
- Consult with relevant external agencies.

SEND Support

Where a pupil is identified as having a special educational need we follow a **graduated approach** which takes the form of cycles of “**Assess, Plan, Do, Review**”.

This means that we will:

Assess a child’s special educational needs based on:

- Views of the child and parents/carers
- Teacher assessments and observations
- Children’s previous progress and attainment
- Assessments by external agencies (if appropriate)

Plan the provision to meet your child’s aspirations and agreed outcomes by:

- Setting time limited outcomes for the child
- Planning adjustments, interventions and support
- Setting a date for review

Do put the provision in place to meet those outcomes. Teachers are responsible for:

- Differentiating and personalising learning and the curriculum.
- Facilitating the delivery of ‘additional and different’ provision for a child with SEND
- Linking interventions to classroom teaching

Review the support and progress.

- The quality, effectiveness and impact of the provision will be evaluated by the review date.

As part of this approach every child with SEND will have an individualised SEND Support Plan that describes the child’s needs, outcomes and provision to meet those needs. Parents/carers and child (where appropriate) views are integral to the process.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education,

Health and Care Plan.

For more detailed information see [the local offer](#).

Details of Identification and Assessment of Pupils with SEND

Children identified as having SEND will be recorded on the school SEND register.

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Children will be identified if they have not made adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Skerne Park Academy follows a pupil progress cycle where class teachers alongside phase leaders review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- When making special educational provision the teacher and the SENDCo consider all of the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. For higher levels of needs, it may be necessary to call on external agencies and professionals and the SENDCo with consent will make referrals to these services from parents/carers.

Teachers have the responsibility of informing parents/carers of a child's progress.

Consulting with pupils and parents

Parents

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process. Parents are expected to attend regular meetings regarding their child's progress; they are expected to support their child with homework, to encourage reading every day and to encourage a healthy lifestyle that promotes positive wellbeing. We encourage parents to voice any comments, positive or negative and we like to work together to ensure best outcomes for your child.

There is a range of ways we do this, for example:

- Termly parents/ carers consultations;
- Ongoing discussions with a class teacher and/or SENDCo;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Termly reviews of a child's SEND Support Plan;
- Annual and interim reviews for a child with an EHC Plan.

If your child has an EHCP (Education Health & Care Plan) their views will be sought before any review meetings. The SENDCO will work with all outside agencies that are involved in the welfare of your child.

Pupils

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENDCo. The children have regular meetings with staff to discuss their progress and support.

Involving key stakeholders

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists 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

The external specialists include:

- Educational Psychology Service
- Health Agencies, particularly School Nurse Service and Health Visitors
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Speech and Language Therapists
- Local Authority Special Educational Needs Team
- Low Incidence Needs Team (LINS)
- Virtual School for Looked After Children
- Specialist therapists – Occupational Therapy and Physiotherapy
- Other specialist health services as required, e.g. hearing, speech, vision
- Medical Practitioners – GPs, Paediatricians, Clinical Psychologists
- [SEND Information, Advice and Support Service](#) (SENDIASS) is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND. SENDIASS offer a vast range of support for parents/carers such as parental EHCP applications, support with parental voice, support with transition between key year groups and have access to all other SEND services across the local authority.
- [Darlington Local Offer](#)

Progressing towards outcomes

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people.

We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutinies with subject leaders

- SENDCO/SLT/Governor monitoring through: regular meetings of SLT; meetings with link governor for SEND; sharing of SEND information and data at Full Governing Body Meetings; and through the Head Teacher's Report to governors.
- Learning walks to focus on: progress, quality and impact of interventions and evidence of Quality First Teaching strategies being implemented into the classroom
- Performance management
- Taking on board feedback from external agencies
- Continually looking to up-skill staff through Continuing Professional Development to meet the needs of all children in school
- Feedback from parents/carers

Transition support

Effective transition at all stages is essential to ensure that children feel safe within the learning environment. At Skerne Park Academy, we have systems in place to ensure that transition is as smooth as possible for all of our pupils.

Transition into Reception

Transition from Nursery to Reception Class is a big step for both our children and their parents. We aim to support our families through this important stage in a number of ways. We have a private nursery facility on site, as well as our own nursery, that works collaboratively with our Reception class to support the smooth transition from Nursery to Reception gradually over the final Summer Term. Early Years staff ensure that children make regular visits to Reception and are familiar with Reception staff.

For children who attend other Nursery or Pre-School provision our Early Years staff will visit your child in their current setting. Following this, parents will be invited to visit school for an induction morning. During induction, parents will meet all the staff and listen to short presentations by relevant staff. All children will attend for the induction morning to meet our staff, explore our Early Years provision and have lunch in school!

Transition between classes

At Skerne Park Academy we work closely within each milestone so children become familiar with each staff team. Transition is treated the same at every juncture and children are given the opportunity to take part transition days where children spend time with their new class teacher in their new classroom. During the summer term staff meet to share information and for those children who require provision that is additional to or different from quality first teaching we make additional arrangements to support these children through the transition. This can include spending additional time in

their new classroom, visiting their new classroom with their current member of support staff, beginning transition arrangements earlier in the Summer Term or providing photographs of their new classroom to take home and talk about with parents/carers during the summer holidays. The support provided is tailored to the needs of individual children and will be discussed with parents, carers and the child.

Transition into Key Stage Three

We work in partnership with our feeder secondary schools to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils, one to one / small group working with secondary school staff or pupil mentoring from secondary schools. This ensures that bridges are built between schools, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. Additional meetings may also be held involving professionals to discuss transition arrangements. SENDCOs from our school and the new school will meet to discuss individual children's needs and hand over documents. Children may be offered a place in summer school at their new school (if available) if transitioning across the summer break.

Joining our school at other times

If your child joins our school during a Key Stage or mid-way through the academic year, systems are in place to aid their transition from their previous school. When you visit our school you and your child will be offered a guided tour of the school and your child will have the opportunity to see their new classroom and meet their teacher. If your child has SEND, our SENDCO will liaise with the SENDCO from your child's previous school to ensure that we have the required information to enable us to support your child fully. It would be beneficial if you could discuss your child's needs with us and share any information you have when you visit.

Leaving our school

If your child leaves Skerne Park Academy, the SENDCO will ensure that all SEND information is passed onto the next school to ensure that they are fully aware of any additional needs your child may have.

Teaching approach

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

Skerne Park Academy considers all teachers to be teachers of pupils with SEND. Staff are trained to be able to identify and provide for pupils with SEND to ensure they can achieve their potential. Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching (QFT)**.

Interventions and their impact are reviewed termly to ensure that bespoke or targeted additional support delivered continues to be purposeful and is positively impacting on progress and outcomes for pupils. You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

- Use a range of teaching and learning styles
- Differentiated learning materials
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs. Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and consequences.
- Regularly review the policy and practice in order to achieve best practice.

Please see the table below 'SEN Broad Areas of Concern' that lists what we offer as a school. The table identifies what we do at a teaching, intervention and specialist level.

SEN Four Broad Areas of Need				
	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical
Quality First Teaching-Range 1 and 2	Speech link Language Link Visual timetables/aids/prompts Makaton (if needed) Clear modelling of language Differentiated planning, work and delivery Launchpad into Literacy intervention (EYFS/Y1/Pathways)	Individual Targets Differentiated planning, work and delivery Visual resources Task lists Misconceptions addressed daily-AfL Daily phonics-stage not age Use concrete apparatus to aid learning-numicon, voice recorders, task cards, timers etc.	Support offered for break times, lunchtimes if needed Lunchtime buddies Visual timetables Circle time Sensory equipment-wobble boards, fidgets, weighted jackets, gym balls etc. Individual timers Differentiated planning, work and delivery	Change of the environment, lighting, positioning of board, seating etc. Fine motor activities Sensory equipment-wobble boards, fidgets, weighted jackets, gym balls etc. Regulation activities Differentiated planning, work and delivery
Intervention- SEND Ranges 2 and 3	Speech link and Language Link activities SALT programmes Resource base Outreach Progression Tools assessment Educational Psychologist Social and Communication Outreach (linked to ASD)	1:1 phonics Toe by Toe (reading intervention 1:1) Word Wasp/Hornet (spelling intervention 1:1) Outreach Misconceptions addressed through QFT Memory group Listening Skills Educational Psychologist	Lego intervention Trained Emotional Literacy Support Assistant Emotional Literacy activities Theraplay Attachment based interventions such as <i>Parts Language</i> Educational Psychologist	Daily/weekly physiotherapy Future Steps Occupational Therapy Service Fine motor/Gross motor skills Listening Skills NHS Occupational Therapy Educational Psychologist
Sp eci	Pathways Base Range 3 onwards			

	Speech and Language Therapy Social and Communication Outreach (linked to ASD) Educational Psychologist Paediatrician CAMHS PECS	Educational Psychologist Paediatrician LD CAMHS	CAMHS Family Support Service Educational Psychologist Paediatrician Early Help Assessment Social Services D.A.D Young Carers	Physiotherapy Occupational Therapy (NHS not Future Steps) Paediatrician Educational Psychologist LINS-HI, VI
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Adaptations to the curriculum and learning environment

Our school is accessible for all.

We have a single Equality and Accessibility Policy; therefore, every child has an equal opportunity to access all areas of the curriculum and school life. We will put in place appropriate support, whenever possible, to enable children to be educated with their peers. This may be in the form of extra staff or specialist equipment. Children will not be excluded from any activity or educational visit as long as the safety of themselves and others is not compromised.

Inclusivity in activities

Children will not be excluded from any activity or educational visit as long as the safety of themselves and others is not compromised.

Supporting emotional and social development

We consult with a wide range of external agencies and we maintain close partnerships in order to access the best professional advice to ensure the emotional and social development needs of SEND children are met. All staff believe that high self-esteem is crucial and fully support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support be required.

In order for children to achieve well, we have a strong focus upon pastoral care. Other than our dedicated Headteacher and SENDCO, knowledgeable teaching and support staff, we also have Paula Humphreys who is our home/school liaison officer. She works within our safeguarding team and supports many children, parents and families. She has a wealth of knowledge regarding local services and activities which help support our families.

We have close links with External Partnerships, such as the Mental Health Support Team (MHST), in order to access the best professional advice. We also link with Local Authority and Private Providers of additional services, such as Occupational Therapy, CAMHS (Child and Adolescent Mental Health Service) School Nursing Service, Social Services and Medical Professionals. We often hold multi-professional meetings in school so that parents are comfortable in the school environment and the child can join us easily, if it is appropriate.

Evaluating effectiveness

The success of Skerne Park Academy's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, subject leaders and Senior Leadership Team.
- The progress made by SEND students in core and other subjects.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- External evaluation by OFSTED inspections.

Parental involvement, especially attendance at reviews.

Handling complaints

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Further information can be found in the Complaints Policy in the School Policies section of your website or by visiting the Darlington Borough Council Local Offer website. If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

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 Skerne Park 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. For students with EHC plans, the provision will also be clearly costed.

Local Offer

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer. Further information about the Local Offer can be found on the Darlington's People's Information Point, which is an online directory:

<https://livingwell.darlington.gov.uk/Categories/528>

Named contacts

Name of individual	Email address	Phone number
Clair Gooding		01325 380831
Leanne Wilson		01325 380831
Paula Humphreys		01325 380831

Additional support

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical education. School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that student's medical needs are supported effectively.