Ormesby Primary School

SEND Information Report

We strive to make a difference to all children to enable them to achieve at Ormesby Primary School.

In order to do this, many steps are taken to support them throughout their learning journey.

Quality first teaching is vital; however, for some children, there are occasions when further additional support may be needed to help them achieve their full potential.

The Special Educational Needs and Disability Co-Ordinator is: Mrs Lyndsey Taylor

IRONSTONE ACADEMY TRUST

Our school supports pupils with a wide range of Special Educational Needs and Disabilities (SEND), ensuring that every child can access learning and make progress.

We provide support for children with:

- communication and interaction needs (including speech, language and social communication difficulties)
- cognition and learning needs (such as dyslexia, dyspraxia, and moderate learning difficulties)
- social, emotional and mental health needs, and
- sensory and physical needs.

We also support pupils with medical conditions and students with English as an Additional Language (EAL). Support required for individual students can be discussed with the SENDCO.

Our provision is flexible and responsive, allowing us to adapt support to meet individual strengths and barriers to learning. We welcome conversations about the individual support required in order to meet the needs of a diverse group of students.

How does Ormesby Primary School identify children with special educational needs?

There are several policies in place at Ormesby Primary School that are used for identifying and supporting pupils with additional needs which include, but are not limited to:

- Special Educational Needs and Disabilities Policy
- Accessibility Plan
- Intimate Care Policy
- Supporting Pupils with medical Conditions Policy

Ormesby Primary School will know when pupils need extra support when;

- Concerns are raised by parents, carers, teachers or other adults that may work with the child
- Monitoring suggests limited progress is being made
- There is a change in the pupil's behaviour, progress or emotional well-being

If you think your child needs extra support in school you could;

- Voice your concerns with your child's class teacher
- Contact Mrs Lyndsey Taylor, who is the SENDCO at Ormesby Primary School
- Contact the Head Teacher, Mr Andrew Drage

How will you be involved in planning for extra support?

- Initially, you will be invited to meet with your child's class teacher to discuss any extra support that they believe will help your child to achieve their full potential. Staff will then follow the school's inclusion cycle to ensure that appropriate support is in place.
- Your child's class teacher, sometimes in liaison with the SENDCO or other agencies, may write a SEND Support Plan for your child. This will detail all additional support that your child will receive and be regularly reviewed (at least termly). A copy will be sent home and discussed during meetings with the class teacher.
- There may be occasions in which your child requires additional support from outside

agencies, or specialist assessments to ensure the appropriateness of provision for them in school. When this is the case, you will be directly involved in the decision making and referral process, alongside the SENDCO and your child's class teacher.

How will my child be involved in planning for their education?

- Prior to being added to the school SEND register, pupil voice is gathered. This includes asking them what they think their strengths and weaknesses are and what help they think they need.
- When SEND Support Plans are developed, pupil voice is gathered to contribute to the information about them.
- SEND Support plans are reviewed termly and pupil voice is gathered during this review process.

How does Ormesby Primary School support your child?

- All teachers at Ormesby Primary School have responsibility for the teaching, monitoring and evaluation of students with SEND in their class.
- Each pupil's education programme will be planned by the class teacher. It will be differentiated to suit the pupil's individual needs. This will include a range of quality first teaching strategies, carefully planned to support children to meet their individual targets.
- If a pupil has needs relating to a more specific area of learning, such as spelling, handwriting, mathematics etc., then the pupil may be placed in a small focus group which will be run by the teacher or teaching assistant. These will vary in length according to need. These will be regularly reviewed to check the effectiveness of provision and inform future planning. Any additional provision a child receives is logged and reviewed on their individual SEND Support Plan.
- Children will receive individual targets on a termly basis. These are reviewed by the class teacher and this informs future planning and provision. Parents are given the opportunity to respond to and discuss these targets through informal discussions with

the class teacher and through termly SEND Review Meetings. If you have any concerns regarding your child's targets, please request an appointment with your child's class teacher in the first instance. When required, concerns are raised with the SENDCO.

- Occasionally, a pupil may need more specialised support from an outside agency, such as Speech and Language Therapy. In these cases a referral will be made, with your consent, and forwarded to the most appropriate agency. For other services, such as the Specialist Teaching Service and Educational Psychology service, a referral to the Resource and Support Panel will be needed. After a series of assessments, a report with specific recommendations to support the child is usually provided to the school and copies are sent to parents. Parents have the opportunity to discuss this with the class teacher, SENDCO and/or the relevant agency where appropriate.
- We make sure that any equipment or facilities needed to support pupils with special educational needs are identified and provided as quickly as possible. The SENDCo works closely with teachers, parents, and external specialists to assess what each child requires, such as specialist seating, writing aids, sensory resources, or assistive technology. Where necessary, we apply for additional funding or support from the local authority or other agencies to secure these resources. We regularly review the equipment to ensure it continues to meet each child's needs and is used effectively to support their learning and well-being.

How will the curriculum be matched to the needs of my child?

Our approach to teaching children with SEND is centered on ensuring that every pupil can access an inclusive, high-quality curriculum. Teachers adapt lessons to meet individual needs, using a range of strategies such as differentiated tasks, visual supports, scaffolding, and targeted interventions. Staff may use strategies detailed in the quality first teaching handbook, or Redcar and Cleveland ordinarily available resource in order to tailor the curriculum and learning environment to match the individual needs of each student.

Class teachers work closely with the SENDCo to identify barriers to learning and implement appropriate support, while maintaining high expectations for all pupils. Regular assessment and careful monitoring help us to tailor provision and adjust teaching so that each child can make good progress and feel confident, valued, and fully included in school life. If required, support from external agencies, such as the specialist teaching service, may be sought, in order to ensure that the curriculum is appropriately matched to individual need.

We regularly review the support we provide to ensure it is making a positive difference for pupils with special educational needs. Teachers and the SENDCo monitor pupils' progress through classroom observations, assessments, and discussions with children and their families. Support plans are reviewed at least termly to check whether strategies are working and to make any necessary changes. We also use feedback from parents, staff, and external professionals to help us evaluate and improve our provision. This ongoing cycle of review ensures that each child receives effective, high-quality support tailored to their needs.

How will Ormesby Primary School inform me of my child's progress?

- You will have the opportunity to discuss your child's progress at Parent Consultation Evenings once a term, or through termly SEND Review meetings, if your child is on our school SEND Register.
- Class teachers will be available throughout the year if you wish to raise any concerns

or to discuss your child's progress. Appointments can be made to speak in more detail with your child's class teacher if you wish.

- Appointments can be made to speak in more detail with your child's class teacher or the SENDCo if you wish.
- An annual report will be shared with parents towards the end of each academic year

Ormesby Primary School will help you to support your child at home by;

- Suggesting strategies that you can use at home
- Signposting parents to appropriate websites and support services
- Providing the opportunity to come and visit school and through regular parental engagement events.
- Providing specialist equipment that can be used at home (when appropriate)
- Discussing your child's targets and progress at Parent Consultation Evenings, or SEND review meetings and on other occasions throughout the year if needed.

How does Ormesby Primary School support my child's overall well-being?

Ormesby Primary School is an inclusive school and we welcome and celebrate diversity. We have a caring and understanding staff who believe children's high self-esteem is crucial to their emotional well-being.

At Ormesby Primary School;

- Staff will be available to discuss any issues and concerns thatyour child may have and endeavour to resolve issues as quickly as possible. If these cannot be resolved by the class teacher, advice will be sought from the Head Teacher
- Staff will record behavioural issues and monitor patterns of behaviour
- We have a whole school reward system for behaviour which focuses on building children's self-esteem
- We hold weekly whole school assemblies to celebrate children's achievements.
- We have a school council that is involved in decision making and provides a pupil voice
- The school nurse is available for advice and support (speak to your child's class teacher if you wish to arrange to speak to the school nurse)
- Trained first aiders are available in school
- If medication is required in school, information will be gathered from parents and a record of administration will be kept by the office staff or class teachers
- Relevant staff receive JEXT epi-pen training from the school nurse
- We have access to many outside services and support agencies in the local area (speak to your child's class teacher or the SENDCO to receive more information about these)
- Children can access support through counselling services in school (The Bungalow Project, MIND, Drawing and Talking)
- Staff receive training specific to medical needs, where this is needed

What specialist services and expertise are available at Ormesby Primary School?

At times, it may be necessary to consult with outside agencies to receive more specialist advice as to how we can best support your child. The agencies used at Ormesby Primary School include, but are not limited to;

- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Resource and Support Panel
- EWO (Educational Welfare Officer who monitors attendance)
- School Nurse

- Overfields Primary School (Speech and Language Unit)
- The Bungalow Project
- MIND

What training have the staff at Ormesby Primary School received to best support children who have additional needs?

There is an ongoing programme of training in place at Ormesby Primary School to ensure that all teachers and support staff have the appropriate skills and knowledge to support the progress of all learners, including those with SEND.

The school uses specialist outside agencies, such as the STARS service, virtual school and specialist teaching service, to provide training and support for staff where needed.

Training opportunities are also accessed via Ironstone Academy Trust and through the SENDCo network in conjunction with Redcar and Cleveland SEND team.

The SENDCo, Mrs Lyndsey Taylor, has completed the National Award for Special Educational Needs Coordinators.

How will my child be included in activities outside the classroom, including school trips?

We ensure that children with special educational needs can take part fully in all school activities alongside their peers. Staff carefully plan lessons, clubs, trips, and physical activities so that they are accessible to everyone, making adjustments such as providing additional adult support, adapted equipment, visual prompts, or alternative ways of joining in. Where appropriate, risk assessments are carried out to ensure all pupils can participate safely. We work closely with families to understand any specific needs and remove barriers to involvement. Through these approaches, we aim to make every activity inclusive so all children can enjoy learning, playing, and taking part together.

Ormesby Primary School views extra-curricular activities as essential to children's learning, experience and well-being. Activities and school trips are available to all children and we endeavour to ensure that they are accessible.

- A Standard Operational Procedure has been adopted and risk assessments are carried out for every school visit.
- An annual consent form is completed by most parents, which allows children to take part in local visits throughout the school day. It details emergency contact numbers and any medical issues. Additional consent is obtained when visits fall outside of Redcar and Cleveland
- LA guidelines are followed for correct pupil/teacher ratios for visits
- Individual members of staff are allocated to small groups or individual children, depending on the individual need of pupils, or groups of pupils
- If deemed necessary, an individual risk assessment may be carried out for some children. This will be discussed and shared with parents.

How accessible is Ormesby Primary School?

As a school, we are happy to discuss individual accessibility requirements. There is also an accessibility plan published on the school website, which provides further information about how Riverdale Primary School plan to improve the accessibility of school to disabled pupils.

Facilities at present include:

- Ramps into school to make the building accessible to all
- Toilets adapted for disabled users
- Wide doors in all parts of the building
- Disabled parking space in school car park

How will Ormesby Primary School prepare and support my child when transferring between Key Stages, moving to a new school or moving on to Secondary School?

Our school provides clear and supportive arrangements to help children move smoothly between year groups, different phases of education and to begin preparing for adulthood. We work closely with families, previous or receiving settings, and relevant professionals to share information and ensure transitions are well-planned and tailored to each child's needs.

As pupils grow older, we encourage them to express their aspirations, whether these involve future education, employment, independent living, or active participation in their community. Through personalised targets, developing independence skills, and fostering confidence, we aim to equip every young person with the foundations they need for a successful and fulfilling future.

The following arrangements are in place to support pupils at Ormesby Primary School:

- Parent meetings are offered at each key transitional point in school; Nursery to FS2, FS2 to KS1, KS1 to KS2 and KS2 to KS3.
- All pupils attend a transition period where they spend time with their new class teacher. Additional visits are arranged where necessary, according to children's individual needs
- On entry to Nursery, parents visit the school with their child to ensure that the transition is as smooth as possible. Additional visits and support can be arranged, if needed.
- When moving from Nursery to Reception, parents are invited to take their child for a school lunch and children spend two days in their new classroom with their new teacher
- If children move school mid-year, a school transfer pack is completed and all relevant information is passed on to the new school
- Where children with additional needs transfer to Riverdale Primary School mid-year, contact will be made with their previous school to gather information about the support that was provided. A meeting with class teacher and/or SENDCO will be planned to develop a SEND Support Plan.
- In Year Six, secondary school teachers meet pupils prior to them joining their new school. Pupils spend time at their Secondary School, meet prospective teachers and experience new routines. Some children may access more transition days if it is deemed necessary.
- The class teacher or SENDCO where appropriate, will meet with the secondary school SENDCO and the parents/carers to facilitate transfer
- Support may be offered by the Local Authority, once their Year 6 spreadsheet has been completed

How are the school's resources allocated and matched to my child's special educational needs at Ormesby Primary School?

The school budget includes money for supporting pupils with SEND. The Head Teacher then decides on the budget for SEND in consultation with school governors, based on the needs of pupils in Ormesby Primary School. We may receive an additional amount of "top-up" funding for pupils with higher level needs. We will use our SEND funding in the most appropriate way to support your child. This support may include some individual or small group work, the purchasing of specialist equipment or support from external support agencies, depending on what is appropriate for the individual needs of your child. This will ensure that the needs of your child are appropriately met.

Support for parents

South Tees SENDIAS Service

Support for parents is available through the South Tees SENDIASS service, which is provided by Barnardo's. They offer free impartial, confidential information and advice for children and young people aged 0-25 and their parents and carers where a child or young person has or may have special educational needs or disability.

Follow the link, or QR code below which will take you to their website for more information:

South Tees SENDIASS | Barnardo's SENDIASS

SEND Family Voice

Redcar and Cleveland SEND Family Voice are a Department of Education funded forum of parents and carers of children and young people (0-25) with special educational needs and/or disabilities. Their main aim is to ensure the needs of children are met. We bring together parent carer voices from across Redcar and Cleveland to improve engagement between services and families, to empower each other and influence policy and practice.

If you would like support from this service, then please contact them directly. The links below will navigate you to their website:

Send Family Voice – Helping families with differences, disabilities and special needs

SEND information report created:	September 2026
Due for review:	September 2027
The offer in this SEND information report is accurate as of September 2026, but support and services could change. The report will be updated to reflect these changes as soon as possible and is reviewed annually.	

Please do not hesitate to contact the school if you have any further questions or queries which have not been answered as part of this report.

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