

**Believe and Achieve**



# **SEND Information Report**

**J Bartle**

**N Hill**

**HEADTEACHER**

**CHAIR OF GOVERNORS**

**1.10.25**

**1.10.26**

**DATE**

**DATE TO BE REVIEWED**

## Our school: Basic information

Coxhoe Primary is a growing primary school about 7 miles south of Durham City. At our last Ofsted inspection we were judged to be good. Our mission statement highlights what is important to us:

*'In our school we value all pupils and believe that our role as educators is to help pupils unlock our potential, have high aspirations for themselves and achieve the highest standards possible. This is achievable for all within a climate and foundation of well-structured teaching and assessment which engages and enthuses pupils (& staff) delivered by a team of passionate practitioners who focus on the individual, helping them to Believe and Achieve.'*

Other information about the school and our school calendar can be found on our website: <http://www.coxhoe.durham.sch.uk/>

## Referral & Availability of school places

Our current admission number is 52 pupils and, subject to availability, can offer pupils places from Reception to Year 6 (ages 4 to 11). We have no Nursery attached to the school.

Percentage of pupils with SEND: 18%

Places at the school are allocated by Durham LEA - please contact the admissions team at Durham County Council for further information:

School Admissions, Room 3/127, County Hall, Durham, DH1 5UJ

Telephone: 0191 265 896

Visits to the school, prior to an application to the LEA for a place, are welcomed and can be made by contacting the Headteacher, Mrs Bartle.

## Admission Arrangements for disabled children

No separate admission arrangements apply to children with special educational needs. Please refer to the school's admissions policy and LEA guidelines on admission for children who are already subject to Special Educational Needs.

We are always pleased to meet new parents in person and show them around. Please telephone the school to make arrangements and ask for Mr Hopson. Our school SEND Team will be happy to meet with you in the first instance so that we can do everything reasonably possible to meet your child's specific needs. You will always be welcomed! We can also advise you on the application process if needed.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled

pupils. Further considerations are made in the light of need and accessibility. It is the Governors' policy to accommodate pupils with disabilities should parents wish and individual needs are planned for, to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having special educational needs or disabilities. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

## **1.Introduction**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

### **Broad areas of need**

There are four broad areas of special educational need, these are:

#### **1. Communication and interaction**

- Difficulties in saying what they want to; understanding what is being said to them or do not understand or use the social rules of communication. This includes pupils with autism spectrum disorder (ASD) and those with Speech, Language and Communication needs.

#### **2. Cognition and learning**

– Learning at a slower pace than peers, even with appropriate differentiation. This includes pupils with: MLD (Moderate Learning Difficulties), SLD (Severe Learning Difficulties), PMLD (Profound and Multiple Learning Difficulties) and SpLD (Specific Learning Difficulties).

#### **3. Social, mental and emotional health**

- This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

#### **4. Sensory and/ or physical**

- Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Includes pupils with VI (Visual impairment); HI (Hearing impairment); PD (Physical disability and multi-sensory impairment).

## **School Ethos and Approach**

Coxhoe Primary School accepts the principle that 'The teaching of all children involves a continuous and dynamic process of identification, assessment and recording.' This fundamental principle is then used to plan for the future educational, social and emotional development of all children including those identified as having special educational needs.

## **Aims and objectives**

### **Aims**

We are a growing school family with a shared drive and determination to ensure all of our children reach their full potential across all aspects of our broad, balanced and bespoke Coxhoe curriculum. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice (Jan 2015)

### **Objectives**

- \* Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- \* Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- \* Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCO and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual outcomes are being met and all pupils' needs are catered for.
- \* Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on



their child's progress.

\* **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. Family network of SENDCOs; Behaviour Support Service, Learning Support Service.

\* **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to learn and contribute.

## 2. SEND Provision

We currently have children with a range of needs attending Coxhoe Primary School; these include children with: communication and interaction needs, cognition and learning needs, social, emotional and mental health needs and physical/sensory needs.

### What is our approach to teaching children with SEND?

We strive to include all children regardless of their needs in the mainstream classroom. This often requires adaptations to be made and these are decided depending on the needs of the individual child. For example, some children are taught in much smaller groups for specific subjects such as English and Maths. All work for children with SEND is highly differentiated to meet the specific outcomes of their support plan; this may involve pupils having access to a curriculum which is tailored to their needs but isn't necessarily based on their year group curriculum.

Some children with SEND have also personalised timetables where some time would be spent on therapeutic interventions. We provide tailored support whilst encouraging children to become independent, develop their confidence, improve their self-esteem and promote enthusiasm and a love for learning. We have a sensory shed available for children to use supported by adults during the school day, quiet spaces for those children who may need them, sensory baskets in all classrooms and sensory packs for adults to use with pupils who may need a break from their usual timetable. All of the above is fully accessible to those with physical disabilities.

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

Each class teacher follows the school's long-term plans to ensure that all elements of the National Curriculum are covered. This is used to create termly and then weekly/daily plans to ensure that the curriculum is covered using a range of teaching and learning strategies. By using a range of targeted or differentiated teaching and learning strategies, we strive to ensure that every child's needs will be met.

Where specific adaptations of the curriculum need to be made to ensure a pupil can access this learning then this will be identified on the provision map or pupil support plan. This may include small group teaching in and out of class, one to one sessions both in out of class and other programmes linked to specific needs such as fine and gross motor skill programmes.

Please see our Accessibility Plan on our school website for more information.

### How do we know if a child needs help? What should a parent do if they think their child may require additional help?

We believe in early and continuous assessment to identify the needs of all pupils. Within the classroom there will always be a range of need and the class teacher will plan to meet the needs of all pupils. They will also identify and allocate resources, including additional support from a teaching assistant or other adults (when available), as appropriate to ensure that all children make maximum progress.

If a teacher feels that a child may need additional support other than that which can be normally provided by **Quality First Teaching** (QFT) in the classroom, they will discuss these needs with the child's parents and request the SENDCO to come and observe the child in class. Sometimes this may lead to the child being added to the school's SEND register, a short note (short term goals with a set period of monitoring) or a referral to a specialist provider e.g. Learning Support Service; Speech Therapist; Educational Psychologist; Dietician; Occupational therapists or Physiotherapists.

If a parent has concerns about their child's needs then we would encourage them to speak to your child's class teacher or the SENDCO (Special Educational Needs Co-ordinator Mrs A O'Sullivan or Mr G Hopson)

### How will school staff support my child?

We believe that all children can be helped by Quality First teaching in the classroom and on occasions via additional help in small groups or one to one support. This will

be provided by the class teacher, teaching assistant or on occasions a specialist teacher or health professional.

Following an observation by the SENDCO, some children may be placed on a short note. Short notes are early discussions with parents/carers where interventions will be noted and these will be monitored on a regular basis in partnership with parents/carers. Other occasions where a child may have a short note would be where a child requires some support for social, mental and emotional health or where an aspect of a child's development needs closer monitoring.

Where a child has been on a short note, and after reviewing their support, it is decided in conjunction with parents that further support is needed this support may be recorded on a SEND Support Plan which is updated at least three times a year. This plan identifies small outcomes and resources allocated to help each child move forward in their learning. This provision may also be shown in a Provision Map. Both the Pupil Support Plan and Provision maps will be shared with parents and discussed at termly parent's/carer's meetings.

## **SEND Support Cycle**

Where it is determined that a pupil does have SEND, parents will be formally advised that their child is receiving SEND support. At this point the child's name will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. During this cycle we will take action to remove barriers to learning and put effective special educational provision in place.

### **1. ASSESS**

- A clear analysis of pupil's needs are made by class teacher (working with the SENDCO) – including information about progress, behaviour and other factors; parent and pupil views; development compared to peers and national data, and if relevant advice from external agencies.
- Review regularly to ensure support is matched to need

## **2. PLAN**

- Parent formally notified that SEND support is being provided
- Joint agreement on adjustments, interventions and support to be put in place as well as expected improvement
- Clear date for review
- All staff made aware of plan and their role in meeting outcomes
- Plan recorded on school's information system

## **3. DO**

- Class teacher responsible for working with child on daily basis – both in class and in formulating/monitoring/assessing interventions delivered by CT or TA.
- SENDCO continues to monitor and further assess child to identify strengths and weaknesses

## **4. REVIEW**

- Effectiveness of support and interventions in line with agreed date
- Include views of pupil and parents
- Class teacher, with SENDCO, review support in light of progress and development
- Decide upon any changes, in consultation with parent and pupil
- Parents have clear information about impact of support and interventions

## **Education, Health and Care Plans**

SEND Code of Practice (Jan 2015) 6:63 – ‘where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the LEA will expect to see evidence of the action taken by the school as part of SEND support.’

### **Referral for an Education, Health and Care Plan**

This Statutory Assessment process is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review meeting for the child. The subsequent application for an Education, Health and Care Plan will combine information from a variety of sources including:



- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary results of outcomes set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

- Following Statutory Assessment, an EHC Plan will be provided by Durham County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **THE ANNUAL REVIEW MEETING**

At Coxhoe Primary termly reviews will be held for each child on the SEND register around October, February and June. Parents will be invited to attend these meetings whose purpose will be to review the progress made by each child during the previous term and establish any additional interventions which are required. Parents, the child's class teacher and typically their SENDCO will be present at these reviews. Reports from external agencies (if appropriate) will also be considered and the impact/implementation of their recommendations discussed.

- A new SEND Support Plan will be produced at this meeting.
- If outcomes previously set have not been met what are the options?
  - a) Child has made good progress and is almost achieving outcomes. Outcomes are still appropriate as are teaching strategies:

The child may continue to work on agreed outcomes for further period of time – review date agreed and set.

b) Child hasn't made enough progress towards outcomes:

- i) Alternative teaching approaches and/or resources may be required to achieve given outcomes.
  - ii) Outcomes may be too ambitious and require some modification or simplifying.
  - iii) Further advice/input may be required from external agencies.
- If the outcomes have been met but the child still requires additional support then new outcomes will be set to build upon previous progress.

The class teacher will further monitor each child's SEND support plan termly during the course of the year and amend outcomes as they are achieved.

- Parents may also discuss their child's progress and support plan at any time with either the class teacher or SENDCO by calling school to make an appointment.

### How will you and I know how well my child is doing and how will you help me to meet my child's needs?

Every week a teacher will assess each child's learning against our teaching and learning outcomes for that week. This will inform their future sequences of teaching and learning.

We also regularly discuss with each pupil how they feel about their progress and what areas of further support that they feel they need.

In addition, we hold termly meetings with parents and provide an annual written report which will identify the progress and attainment of each child. The reports and parents consultations will give opportunity for the teacher to share current targets, as well as to discuss the way that parents should support their child's learning at home via homework or additional areas of support.

Parents of pupils with additional needs will also be invited to an annual review meeting to discuss their child's progress and needs. This meeting will be attended by the school SENDCO, class teacher and other representatives from agencies with whom the child is working.

Throughout the year all pupils will complete curriculum assessments which are used to assist staff in ensuring that every pupil is making the maximum progress possible. This information is used by school staff to assess the strengths and areas for support required by all pupils and feeds directly into their daily, weekly and termly planning.

In addition, pupils also have to complete a number of National Statutory assessments, which include: EYFS Baseline, a Phonics Screening test at the end of Year 1, Year 4 Multiplication check and SAT tasks/tests (Statutory Assessment tests) at the end of KS1 (which are optional) and KS2. These tests are used to inform teacher's summative assessment of a child's attainment at age 7 and 11. Some children who have additional needs will have further arrangements made for them when undertaking statutory tests for example they may qualify for extra time, questions to be read to them or extra breaks. This would be decided through discussion with the class teacher, SENDCO, Headteacher, parents and child alongside the ARA document (Assessment and Reporting Arrangements)

### How will my child be supported in activities outside of the classroom, including school trips?

We are an inclusive school and all pupils will have access to the full range of curriculum opportunities, both inside and outside of the school. Whenever any child is taken on a school trip a full risk assessment is undertaken by the class-teacher and appropriate measures are put in place to ensure all pupils will be able to access all the opportunities during the trip.

### How accessible is the school environment?

The building is accessible to all pupils. It is all on one level with several access points for pupils of all ages and accessibility needs. We have an accessibility plan which is regularly updated to ensure that the building and our facilities are completely inclusive/accessible to all current and future students.

### How will children with SEND engage in all activities?

In addition to adapting the curriculum to meet the needs of individual children with SEND and therefore enabling all children to have high levels of achievement, we encourage our children to attend extra-curricular activities where needed providing additional adult support or adapting activities to make them accessible for everyone. Sporting events are adapted where needed to ensure everyone has an opportunity to take part and achieve to the best of their ability.

### How do we evaluate the effectiveness of SEND provision?

Our evaluation of policy and practice is robust; we ensure through half termly monitoring by the SLT that all children are making progress and adapt our practice where needed. This is done through book scrutiny, learning walks and termly monitoring of all support plans by the SENDCO.



### 3. Support for Emotional and Social Development

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

We want all pupils to feel welcome and part of the school, so we place a high value on well-being. Our family liaison is Annie Armstrong. The class teacher and teaching assistants use PSHE lessons, register time, circle time, rewards and other opportunities to support the well-being of the pupils with whom they work.

The school motto is 'Believe & Achieve' - to us this means that we want all pupils to feel valued for who they are and know that we will help them achieve their potential.

There are also many opportunities throughout the school day for pupils to talk and share with one another and staff, which enables them all to learn to care for one another by developing deeper relationships based on trust and respect. We have also adapted our school day to include enrichment activities led by some of our teaching assistants; this also provides an opportunity at lunchtimes for children to talk to staff openly.

In addition to this as a school we are training a counsellor in school which after discussion with the child and parents/carers we can allocate slots to either specific children for a particular need or to small groups of children. For example; sessions could be linked to building relationships where children are developing skills in relating to other children, how to talk about feelings and building confidence in making and sustaining friendships. She is also trained in Drawing and Talking therapy where 1:1 sessions can be delivered to support emotional wellbeing. We also have teaching assistants who are ELSA (Emotional Literacy Support Assistant) trained and can provide similar support for pupils.

Where after discussion with parents it is felt that further support is needed we can also refer to One Point who can provide support around child and family wellbeing.

### 4. Looked after Children with SEND

#### How will the school support Looked After children (CLA)?

Children who are in Looked After Care provided by the Local Authority or private Fostering/Adoption agencies, who also have SEND, will have their needs supported through a Personal Education Plan (PEP) which is reviewed termly. This review takes place with representatives from the school, LEA/Private fostering or adoption agency, foster carers and in some cases birth parents. The Designated Officer for CLA (Mrs Amy Barron) will also attend Care Team reviews or Child Protection meetings regarding the child and where applicable ensure this information is considered in the PEP review meeting.



## 5. SEND Transition

### How will the school support my child/prepare my child for the next stage of the education?

We have very close links with all of our feeder nursery providers and the Secondary schools where pupils transfer. Prior to commencing in Reception class and during each child's final year, the school arranges several visits to the nursery setting or secondary school chosen by each pupil and also may also work alongside staff from these schools/settings prior to transition. In addition, children are supported when transferring between key stages through our 'meet the teacher' week where they have the opportunity to spend time getting to know their new class and teacher.

Where staff have identified a child who requires additional support with transition, they will complete a 'transition planner' with the child. These will include extra activities to support the child for example; extra visits to their new class or school, passport activities, time with their new teacher, additional story time in the new class. These extra activities and visits help to ease anxieties and prepare children with SEND for the next stage of their education. For those pupils who also struggle with being away from school for 6 weeks, we arrange some summer holiday half days with parents so that children have the opportunity to work with key staff and stay familiar with the school environment.

## 6. SEND Specialist Expertise

### What training have the staff supporting pupils with SEND had or are having?

All staff complete regular training, both in school and through external providers, to keep up to date with changing advice and resources for pupils with additional needs.

In addition, our SENDCOs have undertaken the National Award for Special Education Needs (NASEN), a postgraduate award for teachers, that ensures they have up to date knowledge and awareness of how to meet the needs of all pupils within the school. They regularly lead staff training events in-house, as well as being available for staff and parents to come to for specialist advice.

All maintained schools MUST ensure that there is a qualified teacher designated as the SENDCO in order to ensure the detailed implementation of support for children with SEND. This individual SHOULD also have the prescribed qualification for SEND co-ordination or relevant experience (this MUST be achieved within 3 years of appointment)

### Key responsibilities:

- Oversee the day-to-day operation of the school's SEND policy

- Co-ordinate provision for children with SEND
- Liaise with Designated teacher where a looked after pupil has SEND
- Advise on graduated approach to providing SEND support
- Advise on deployment of school's delegated budget and other resources
- Liaise with parents
- Liaise with EY providers and other professionals involved in provision of support to pupils
- Liaise with next provider of education to ensure smooth transition
- Ensure with HT and Governors that school meets its responsibilities under the Equality Act 2010, Children & Families act 2014 and SEND Code of Practice 2015
- Ensure records of pupils with SEND are up to date

Teachers in school deliver 'Quality First Teaching', differentiating the curriculum to meet the needs of the children in their class. Our staff in school regularly attend courses to further their professional development; some of our teaching assistants are trained in specific roles such as delivering programmes like 'Relax Kids' (a programme used to help children manage their feelings effectively). A range of courses linked to specific areas of SEND are available and through discussion with the Headteacher and SENDCO all staff have the opportunity to attend those of specific interest or need. Any new staff work closely with the SENDCO to ensure they have a clear understanding of the needs of the children in the class and how to meet these effectively.

### What specialist services are available at or can be accessed by the school?

As a community primary school (under the authority of the LEA) we have access to a range of Educational and Health care professionals across County Durham. Where appropriate we will refer pupils to these service providers. These may include: Educational Psychologists; Learning Support Service; Sensory Support Service; School Nurses; Speech and Language Therapists; Occupational and Physiotherapists; Movement Disability team; CAMHS and Behaviour Support services.

We also purchase additional support from the Specialist Educational Psychologists; Behaviour Support service; Counselling service; LACES team (Looked After Children's team) and the Movement Difficulties team.

### How are the school's resources allocated/matched to a child's Special Educational need?

Resources - both physical and human are allocated according to each pupil's needs identified in their support plan and provision map. This is shared with parents.

Funding for pupils with SEND is allocated to the school by the LEA in two ways, The Notional SEND funding or funding for individual pupils who may have an Education, Health & Care Plan (EHCP) or be in receipt of Top up Funding.

The Notional SEND funding amount is decided by a formula used within the LEA to allocate financial resources to pupils fairly across the LEA. Information used within this formula includes information about the type of area the school is found within (i.e. measures of deprivation), size of the school and the number of pupils on the SEND register. This funding is not allocated to named individual pupils but to the school and the school then decides on how it should be used to support pupils with additional needs. In our school this funding is used to employ teaching assistants, purchase resources to aid delivery of the National Curriculum to pupils with additional needs and in the commissioning of specialist services to support pupils with additional needs.

Some pupils may have very specific additional needs and have an EHCP (Education, Health and Care Plan). This is a very detailed plan which outlines the nature of the child's need and the support required to help them make maximum progress. It is prepared by all agencies with whom the child is working – social, health, learning support services and school. A specific amount of funding is attached to each EHCP and should be used only to ensure the specific provision for that child is in place. Some provisions will be 1:1 and others will be 1:2, 1:3 or slightly larger.

All funding is decided by the local authority using a banding system.

## 7. Consulting with SEND pupils, Parents, Carers

### How are decisions made about how much and what type of support my child will receive?

Decisions about the type and frequency of support are made by the Class teacher and SENDCO in consultation with parents, any professionals working with the child and the child. This happens weekly (by the class teacher from their daily and weekly assessments of learning) and, more formally, termly during internal pupil progress meetings, during the termly parent's consultations and also in the termly review meeting held to discuss each child's additional needs and progress.

The information about the type and level of support is then reported within the pupil's support plan and/or Provision map. Parents are welcome to call school and speak to one of the SENDCOs at any time about support for a child with SEND.

### How are parents involved in the school? How can I be involved?

We encourage parents to be as involved as they can be in the school. All parents can become involved in the Friends of Coxhoe school (PTA), by becoming a



volunteer helper, through helping their child complete homework tasks and during the termly parent's meetings and SEND/EHCP review meetings. We welcome parents of children with SEND to join our core group coffee mornings who are involved in contributing to improving our SEND across Coxhoe Primary.

In addition, the Governing body is well represented by parents of pupils in the school. The school would encourage all parents to consider taking up the strategic role of a Governor, as and when vacancies arise.

We also have an 'open door' policy where parents are welcome to come into school and discuss any concerns they may have; sometimes this would need to be arranged as a meeting slot so that appropriate staff can be available.

## 8. Compliments, Complaints and Feedback

### What do I do if I have a complaint about my child's support in school?

Complaints should be addressed, in the first instance, to the Head Teacher following the school complaints procedure. A copy of the school complaints policy and forms are available on the Key Documents section of the school website and also in the SEND section of the website.

If the concern is directly related to EHC assessment or EHCP this will be managed by the Durham Statutory Casework Team. Parents will be contacted directly by the team to receive information about the mediation services and other action parents may consider.

We welcome viewpoints from parents and encourage parents to attend their child's SEND review meeting so that they can give their viewpoint. In addition, we also gain parent views through our annual parent questionnaire where any concerns are acted upon. Parents are always welcome to come and speak to staff in school about feedback, compliments and complaints at any time.

## 9. Key Policies

Please find links to all policies related to SEND below:

[Coxhoe Policies](#)

### Further information

Further information about the Local offer provided by the school is available from:

Mrs Jayne Bartle – Head teacher

Mr Gillon Hopson - SENDCO



SEND Link Governor – Mrs Nicola Hill

In addition, the following are useful points of contact/references for those seeking additional information to support children with additional needs:

Information about services available to SEND pupils in County Durham –

<https://www.durham.gov.uk/localoffer>

The Local Offer for County Durham –

<https://www.durham.gov.uk/article/3722/County-Durham-Local-Offer>

SEND Placement and Provision service – 03000 265787

Durham Local Authority also provide independent support for parents or carers of pupils with SEN which can be accessed as follows:

**County Durham Special Educational Needs (SEND) Information Advice and Support Service (SENDIASS)**

8.30am - 5.00pm : Monday to Friday

Durham (SEND) Information Advice and Support Service is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND.

Durham (SEND) Information Advice and Support Service was formerly known as Durham Parent Partnership Service.

Date & time information: 8.30 am - 5.00 pm Monday to Friday

Telephone: 03000 267 007 / 03000 267 003

E-mails: [sendiass@durham.gov.uk](mailto:sendiass@durham.gov.uk) Website [www.durhamsendiass.info](http://www.durhamsendiass.info)

Address: SEND Information Advice and Support Service, Lee House, Lee Terrace, Easington Village, Peterlee, County Durham. SR8 3AB

Other details: Cost description: Free; Referral required? Yes

Referral and availability notes: Refer by telephone, email or in writing.

Self-referral is preferred however referrals will be accepted on your behalf by your representative.

Agreed by governors: Nov 2014

Monitored by SENDCO and SLT. Reviewed annually by governors: January 2016, Feb 2017, April 2018, June 2019, June 2020, Sept 2021, Sept 2022, Sept 23, Sept 24, Oct 24