

SEND Information Report

Introduction:

Our SEND Information Report – which is part of Durham County Council's Local Offer – provides details about how we support children and young people with Special Educational Needs in our school.

The SEND Information Report was reviewed and updated in February 2024.

St Mary Magdalen's Catholic Primary is an inclusive school for all children. We want to ensure that all children, regardless of need achieve their best. All teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

Key Contacts:

- Mrs A Goodwin is the Head Teacher
- Mr N Bird is our designated SEND Governor
- Mrs Clark is our designated Special Educational Needs Coordinator (SENCO)

SEND Admissions:

For information on the admission of pupils with a disability, please visit the School Admission section of our website and view the Accessibility Plan in our School Policies section. If you would like to discuss your child's SEND in more detail please contact the school to arrange an appointment.

The full range of local support available for children/young people with SEND and their families within and outside of school can be found in the County Durham Local Offer.

School Admissions

Admission Arrangements

You can view or download our **School Admissions Policies** by visiting our [School Policy](#) section of our website.

Visit the Durham County Council website for information regarding the [school admission process](#) and [primary school admissions](#).

Admission Appeals

To appeal against an admission decision to our school please contact the headteacher for further guidance and information. As a Catholic school it is important that you make contact with our school regarding admission appeals.

Special Educational Needs and Disabilities (SEND)

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

For further information on SEND, please view our **SEND Policy** located in our [School Policies](#) section.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Teaching, Learning and the Curriculum

How We Support SEND

St Mary Magdalen's Catholic Primary School prides itself in being inclusive and will endeavor to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- 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.
- 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.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)

- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

Area of SEN for which provision is made at the school

Type of Support

Communication and Interaction

e.g.

Autistic Spectrum Disorders

Speech, Language and

Communication Difficulties

- Use of Short Note/ SEN Support Plan/EHCP involving pupils, parents and staff in the formulation, review and implementation of these documents.
- Differentiated curriculum and resources including ICT
- Visual timetables
- Areas of low distraction within the classroom or around the school
- Support/supervision at unstructured times of the day.
- Social skills programme/support including strategies to enhance self-esteem eg Getting along groups
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
- Strategies/programmes to support speech and language development.
- Strategies to reduce anxiety/promote emotional wellbeing.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Support staff are placed where needed throughout the school to ensure pupil progress and independence.
- All staff have opportunities to receive ongoing training in relation to meeting the needs of all pupils within the classroom.
- School staff liaise with a range of professionals from outside agencies and deliver programmes within school eg speech and language activities
- Support is offered to families and they are signposted to services/organisations/professionals which may offer support/advice where appropriate.

Cognition and Learning

e.g.

Moderate learning difficulties

- Use of Short Note/ SEN Support Plan/EHCP involving pupils, parents and staff in the formulation, review and implementation of these documents.
- Differentiated curriculum and resources including ICT
- Strategies to promote/develop literacy and numeracy.

Area of SEN for which provision is made at the school

Type of Support

Specific learning difficulties

- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas eg reading skills groups, phonic groups, maths catch up groups, etc.
- Individual targeted intervention programmes are delivered to pupils to improve basic skills.
- Specific ICT programmes are used.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Support staff are placed where needed throughout the school to ensure pupil progress and independence
- All staff have opportunities to receive ongoing training in relation to meeting the needs of all pupils within the classroom
- School staff liaise with a range of professionals from outside agencies
- Support is offered to families and they are signposted to services/organisations/professionals which may offer support/advice where appropriate.

Social, Emotional and Mental Health Difficulties.

e.g.

Behavioural difficulties

Social skills difficulties

Emotional health and wellbeing difficulties

- Use of Short Note/ SEN Support Plan/EHCP involving pupils, parents and staff in the formulation, review and implementation of these documents.
- Visual timetables
- Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Individual pupils can be referred to the Local Authority Emotional Resilience Team for support
- Support staff are placed where needed throughout the school to ensure pupil progress and independence.
- All staff have opportunities to receive ongoing training in relation to meeting the needs of all pupils within the classroom.
- School staff liaise with a range of professionals from outside agencies
- Support/supervision at unstructured times of the day.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.
- Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience eg Getting along groups
- Individual programmes are used with pupils eg Lego therapy, Relaxation
- Access to information and support is available within school for Social, Emotional and Mental Health Difficulties.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate

Area of SEN for which provision is made at the school

Type of Support

Sensory and Physical

e.g.

Hearing/visual impairment

Multi-sensory impairment

Physical and medical needs

- Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed.
- Provision to support access to the curriculum and to develop independent learning.
- Support staff are placed where needed throughout the school to ensure pupil progress and independence.
- Support, guidance and advice is sought from outside agencies and acted upon to respond to pupils who have significant medical needs.
- All staff have opportunities to receive ongoing training in relation to meeting the needs of all pupils within the classroom.
- Access to Medical Interventions.
- Access to strategies/programmes to support Occupational Therapy/Physiotherapy.
- Staff deliver individual pupil programmes provided by medical professionals eg exercise programmes provided by occupational therapists or physiotherapists
- Support with personal care if needed.
- Care plans are in place for pupils with individual medical needs eg diabetic pupils, pupils with allergies ,etc
- Staff understand and apply the “Administration of Medicines Policy”.
- The staff completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.
- Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate
- The school has disabled toilets/facilities

Teaching, Learning and the Curriculum

At St Mary Magdalen's Catholic Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

Please visit [Our Curriculum](#) section for further information on our teaching and learning.

How we identify and assess children with special educational needs

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.

At St Mary Magdalen's Catholic Primary School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a SEND Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the [Durham SEND Information, Advice and Support Service](#) website. You can find details of how we adapt the curriculum and make it more accessible for pupils with SEND below:

Different approaches

Members of staff meet regularly with our Special Needs Co-ordinator (SENCO) to discuss which children are felt to be in need of support in school. These children may then be identified as having Special Educational Needs. Many children identified in this way will only have temporary need of support to show progress. 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 SEND pupils.

All pupils follow the National Curriculum or EYFS curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum, St. Mary Magdalen's Catholic Primary School remain committed to:

- A range of teaching and learning styles.
- Differentiated learning materials
- Access to ICT and Technology.
- Additional in class support
- Additional out of class support
- Flexible groupings – including small group support work.
- An innovative and supportive curriculum.
- The appropriate use of rewards and sanctions. .
- Assessment procedures that emphasise pupils' strengths and achievements.
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

Staffing

Staff of St Mary Magdalen's school are constantly updating their SEND knowledge and understanding with regards to individual needs.

Recent training:

- Update in SEND (Special Educational Needs and Disability) reform.
- Dyslexia
- Makaton Level 1
- Durham County Council's Anxious about School Project
- Peer Mentoring
- Intensive Interaction
- BLAST – Speech & Language
- Supporting attention and participation through play
- Effective Support Plan writing
- BCCET SEND Networks
- DCC SEND Networks
- Team Teach
- Zones of Regulation
- Epilepsy Awareness

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body

The school funding formula is generated to include financial provision to specifically support a pupil's individual special needs, this is called SEND notional funding.

Full details about the way in which funding is allocated to schools for special educational needs provision can be found here:

At St Mary Magdalen's Catholic Primary, our notional SEND budget (2024) amounts to £ **65352.11**

This is used to support children and young people with SEND by:

- providing resources linked to individual Support Plans.
- Providing staff support where required.
- Spending identified within the Plan, Do, Review cycle (taking into account parent and pupil voice)
- Costs for outside agency input (cognition and learning, ASD etc.)
- School SLA – SALT

The school funding formula is generated to include financial provision to specifically support a pupil's individual special needs, this is called SEND notional funding. This funding is prioritised to tailor-make learning to ensure small steps of progress are continually made by all SEND learners.

At St. Mary Magdalen's Catholic Primary school, for those pupils with high SEND needs, Costed Provision Maps are created with detailed evidence of supporting resources provided in school. This builds a portfolio of the progress each child makes, and additional funding and financial support can be applied for from the Local Authority. In the event of a costed Provision Map being required, this will be developed in liaison with the child, young person, parent or carer. If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

SEND target tracking, and regular progress meetings ensure that all learners achieve and make progress at St. Mary Magdalen's Primary School.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

SEND Provision

Our SEND Provision

- **The kinds of SEND that are provided for:**

At St Mary Magdalen's Catholic Primary School, we have experience of supporting children and young people with a wide range of need including:

- Speech, Language and Communication needs
- Moderate and Specific Learning difficulties
- Social, Emotional & Mental Health difficulties
- Autism Spectrum Disorders

The school provides data on the levels and types of needs to the Local Authority. This is collected through the school census.

- **Our approach to teaching children & young people with SEND:**

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 Early Years Foundation Stage Curriculum/ National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The curriculum also includes the social aspects that are essential for lifelong learning, personal growth and development of independence.

At St Mary Magdalen's Catholic Primary School we:

- Ensure that all children have access to the appropriate Early Years/ national Curriculum and all school activities.
- Ensure that all children are fully included in all activities of the school in order to promote the highest levels of achievement despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching them in a way that is more appropriate to their needs and assessing each child's individual progress.
- Support children to gain in confidence and improve their self-esteem through group, paired and individual activities, including social times throughout the day.

Make additional provision for children with SEND to fully develop their abilities, interests and attitudes and gain maximum access to the curriculum.

How we adapt the curriculum and learning environment for children & young people with SEND:

We adapt the curriculum and learning environment for pupils with SEND in a number of ways, depending on the nature of each children's needs. Such strategies include:

- Differentiation of work in class (and homework)
- Additional small group support with a teacher or support staff
- Additional resources e.g) word banks, number squares, use of commercial schemes
- Teaching activities to be adapted to the preferred learning style of the child e.g) practical approach or use of visual cues
- Use of ICT to support learning
- Individual behaviour systems/charts
- Adaptation of Curriculum resources or classroom displays

Targeted interventions to support specific difficulties

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

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. **This is Quality First Teaching.**

Early Identification of Need:

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

- Work in partnership with parents/carers, pupils
- Ongoing teacher assessment and observation at all ages and abilities
- Progress measured against the Early Learning Goals in the Foundation Stage
- Performance measured against National Curriculum age-related expectations, particularly in English and Maths
- Standardised screening or assessment tasks
- Referrals and recommendations from 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: use ongoing and termly assessment strategies as listed above to identify individual needs. This is done by staff who know the children, and who work together to identify progress and to identify gaps in learning.

Targets and interventions are planned using a Support Plan and records are kept by the appropriate adults (Teacher or Support Staff). Different children require different levels of support to achieve age related expectations, and we expect that parents/carers would work with us, alongside any other appropriate, external agencies.

These actions are reviewed each term and parents are invited to do this with us. Children's views are taken into consideration throughout the process and are consulted during targeted time and throughout their interventions. All information is shared with parents/carers at parent consultation events, or in meetings with the SENCO.

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

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

Where the child or young person has not made expected progress despite having provision specific to their needs during at least 2 cycles of Assess, Plan, Do Review, the school or parents may consider requesting an Education, Health and Care needs assessment. An EHC Assessment may not always result in an EHC Plan.

For more detailed information see the Local Offer.

Details of Identification and Assessment of Pupils with SEND:

At St Mary Magdalen's Catholic Primary School, we work hard to ensure inclusivity for all children. Quality First Teaching is provided in all classrooms and all children are treated as individuals.

- We talk to parents/carers if we think that a child has a special educational need and let them know what help the school can offer. Miss Gray is our Special Educational Needs Coordinator (SENCO)
- Offer small group support to promote skills identified with the child's Support Plan.
- Children with SEND are assessed, where appropriate, by the same means as the rest of the school. They are carefully tracked through both internal and external (statutory) data. Where required, some children with SEND are assessed and tracked through iASEND.

With permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessments
- Provide advice to school on how best to support the child
- Suggest resources that would help the child make progress.

Our staff work in partnership with parents and the SENCO to find ways to support each child with their needs.

How children with SEND engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities
- Ensure every child has the entitlement to a sense of achievement.

How we evaluate the effectiveness of SEND Provision

We continuously ensure that 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:

- Book scrutinies
- SENCO/SLT/Governor meetings
- Learning Walks
- Robust evaluation of policy and practice.
- Pupil voice
- SEND Support Plan Reviews

Disability & Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and emotional needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What we do to prevent pupils with disabilities from being treated less favourably:

At St Mary Magdalen's Catholic Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that we aim:

- To provide a safe, secure, stimulating and supportive environment where each child is valued.
- To promote children's self-confidence as learners and to help each mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities.

The facilities to assist access are outlined in our Accessibility Plan which you can find in the School Policies section of our website.

Our Accessibility Plan form part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Disability Discrimination Act the plan focuses on three 'key areas:'

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery of information to disabled pupils (and their families) which is provided in writing for pupils who are not disabled.

Statement of Intent for Supporting Equality

At St Mary Magdalen's Catholic Primary School we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Pastoral, Medical and Social Support

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

If further support is required the class teacher liaises with the [SENCO](#) for further advice and support. This may involve working alongside outside [agencies](#) such as Health and Social Services, and/or the Behaviour Support Team.

We liaise with:

- Parents
- School staff
- School nurses and health visitors
- CAMHS (child and adolescent mental health service)
- Social Services
- GPs
- Educational Psychology service
- Speech and language service

In addition, we also support the needs of our children by buying into extra services such as additional speech and language support or additional educational psychologist time.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

How do we consult with our SEND pupils

Consultation with Children and Young People with SEND

Teachers/SENCO 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 targets, discussing them with the class teacher/SENCO. The children have regular meetings with support staff to discuss their progress and support.

Consultation with parents and carers of children and young people with SEND

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.

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

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;

- 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 Statement of SEND or EHC Plan.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Transition

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SEND Transition.

Transitioning between year groups and to a new school can be a difficult time for all children. All children will be given the opportunity to meet their new teacher through transition days. Support given to children with SEND during this transition period will be more personalised.

For children who are transitioning to Reception from Nursery, their teacher will go and visit them in their familiar setting.

For Year 6 children who are moving to another school, we will contact the school SENCo to ensure that they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. All records about your child will be passed on as soon as possible.

SEND Specialist Expertise

External Specialists and Other Bodies.

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

The external specialists may:

- Act in an advisory capacity.
- Extend expertise of school staff.
- Provide additional assessment.
- Support a child directly.
- Suggest statutory assessment is advisable.
- Consult with all parties involved with the child.

These include:

- Durham SEND Information, Advice and Support Service
- Speech & Language Therapists (through Health provision and through Community of Learning SLA)
- Educational Psychology/Emotional Wellbeing and Effective Learning Team
- School Counsellor and Parent Support Advisor – both through the CoL
- Other Local Authority specialists through traded services (i.e Cognition and Learning; Autism & Social Communication teams)

How we secure specialist expertise

Our Additional Needs Budget is used to support children and young people with SEN.

This is used to support children and young people with SEND by:

- Improved pupil: teacher ratio
- Purchase of additional resources to support specific outcomes for pupils
- Tracking and monitoring of achievement
- Targeted intervention and support programs
- Early identification and assessment
- Improvement ICT resources – iPads/Laptops
- Continuous CPD for all staff
- Purchase of Service Legal Agreements to provide additional specialist and targeted support

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

Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

These agencies include:

- [Durham SEND Information, Advice and Support Service](#)
- [Behaviour Support Services](#)
- [CAMHS Assessment Team](#)
- [Durham Autistic Spectrum Team](#)
- [Educational Psychology Service](#)
- Learning Difficulties and Disability Support Service
- [One Point Children's Service](#)
- Educational Social Workers
- [Special Educational Needs – Inclusion Team](#)
- [Looked After Children](#)
- Medical Practitioners
- Occupational Health Service
- School Nurse Service
- School Parent Support Advisor
- [Speech and Language Therapy](#)
- [The Service for the Hearing Impaired](#)
- The Service for the Visually Impaired
- [Tree Tops Occupational Therapy](#)

In addition, staff work in partnership with colleagues from other schools, and they share expertise, training and resources to further support pupils with additional needs.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Contact SENCO

The following are the main contacts for Special Educational Needs and Disability at St Mary Magdalen's Catholic Primary School:

- Mrs. A Goodwin is the Head Teacher
- Mr N Bird is our designated SEND Governor
- Mrs Clark is our designated Special Educational Needs Coordinator (SENCo)

. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangement.

If you would like to discuss your SEND requirements in detail please [contact the school](#) to arrange an appointment.

Compliments and Complaints

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

If you would like to get in touch with us, please contact school via the school office on office@stmmschool.co.uk

Thank you

SEND Feedback

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 would also like your views about the content of our SEND Information Report.

If you would like to comment please complete the on-line form on the [Contact Us section](#) of our website.

Useful Links

Here is a list of useful links for pupils, parents and carers.

Links for parents

- [Durham County Council home page](#)
- [Ofsted](#)
- [DCC School Admissions Information](#)
- [Sure Start County Durham](#)
- [GOV.uk](#)

Special Educational Needs and Disabilities (SEND)

- [SEND Pathfinder](#)
- [Achievement for All](#)
- [\(GOV.uk\) Supporting Pupils at School with Medical Conditions](#)
- [County Durham Families Information Service Local Offer](#)
- [Durham SEND Information and Support Services](#)

Links for Pupils

- [BBC Bitesize](#)
- [BBC CBeebies](#)
- [BBC Schools](#)
- [BBC cbbc home page](#)

e-Safety Links

[Parent Information](#) is collaboration between CEOP and Parent Zone and provides information to parents and carers about their children's wellbeing and resilience, internet safety and a wide range of other topic matters like sex, relationship and body image.

- [Kids Smart](#)
- [Think U Know](#)
- [Hector's World](#)
- [Childline](#)

Durham Music Services

Durham Music Services aim to inspire young people in our communities to enjoy music throughout their lives. They provide a wide range of high quality musical educational opportunities aiming for the highest standards. Visit the [Durham Music Services](#) website for further information.

Adobe Reader

You may need a product like [Adobe Reader](#) to view our PDF documents on our website.