

# High Coniscliffe Primary School SEND Information Report

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## How to Get in Touch

From the very beginning, it is important for us that parents and carers know who to contact and how. Whether you need further information, need clarification, or wish to raise concerns, please contact any of the following:

Headteacher: Mrs. Kaye Boyce

Deputy Headteacher (SENDCO): Mr. Chris Toner

Contact Details:

Email: [office@highconiscliffe.org.uk](mailto:office@highconiscliffe.org.uk)

Post: High Coniscliffe CE Primary School, Ulnaby Lane, Darlington, DL2 2LL

Telephone: 01325 374412

Website: [www.highconiscliffe.org.uk](http://www.highconiscliffe.org.uk)

Facebook: High Coniscliffe CE Primary School Facebook  
(<https://www.facebook.com/highconiscliffeschool>)

## About Our School

- High Coniscliffe CE Primary School admits 15 children each year, with a total of 95 pupils aged 4-11 currently on roll.
- We are a voluntary controlled Church of England school, proud of our Christian values and ethos. We welcome children and families from all faiths and none, and together we seek to live out our values in the world.
- We currently have four mixed-age classes. There are spaces available in some of our classes. Our pupils come from a variety of backgrounds, including some for whom English is an additional language.
- Our staff includes 5 teachers, 1 higher-level teaching assistant, and 3 teaching assistants. The SENDCO and Deputy Headteacher also have teaching responsibilities.
- Our wider staff team includes 1 office staff, a business manager, a maintenance manager, a cleaner, lunchtime supervisor, cook, and kitchen assistant.

## Vision and Ethos

Our school's Christian vision and ethos affirms each member of our school family as being loved and valued, with each contributing uniquely to God's work in the world.

- We aim to help pupils and families identify needs, support them through assessments, and identify appropriate support so they can flourish both in school and in their community.

## The 4 Areas of SEND

1. Speech, Language, and Communication
2. Cognition and Learning
3. Social, Emotional, and Mental Health Difficulties
4. Sensory and/or Physical Development

We have children with primary and secondary needs in all of these areas; some children may experience barriers to learning in more than one area.

- Autistic Spectrum Disorder (ASD) as a primary need is classified under Speech, Language, and Communication.
- Physical disabilities or chronic illnesses/conditions as a primary need are classified under Sensory and/or Physical Development.
- Anxiety, attachment difficulties, or trauma that create barriers to learning and participation are classified under Social, Emotional, and Mental Health.
- English as an Additional Language (EAL) is NOT considered a special educational need.

## SEND Support Offer

### 1. Speech, Language, and Communication – Our Offer

- High quality first teaching
- A differentiated curriculum
- Tokens for 'Going Above and Beyond'
- Learning walls, topic words, and shared prior to units of work
- Talking time
- High quality displays
- Illustrated dictionaries/word banks/thesaurus
- Daily phonic and/or spelling lessons
- Labelled resources and equipment
- Teacher modelling
- Drama productions, including working with the Royal Shakespeare Company
- Participation in worship
- Speech Link assessments
- Liaising with Social Communication Outreach

## **2. Cognition and Learning – Our Offer**

- High quality first teaching
- Adapted curriculum
- Learning walls and visual aids
- Adapted delivery (simplified language, slower pace)
- Regular communication with home and school
- Curriculum visits and structured transition programmes
- Volunteers working with individual children (e.g., hearing readers)
- Pupil-centred planning, SMART targets
- EYFS daily reading with an adult
- Use of visual aids and manipulatives

## **3. Social, Emotional, and Mental Health – Our Offer**

- Positive praise culture and House Team System
- Responsibility roles within classrooms
- High quality lunches and healthy snack encouragement
- Circle time, social stories
- Staff training in Attachment and Trauma
- “Now and Next” boards
- CAMHS School-Based programmes (e.g., We Eat Elephants)
- Time to listen and termly Christian values
- Lego Therapy and Collective Worship
- Social media celebrates success and achievements

## **4. Sensory and Physical – Our Offer**

- Staff awareness of physical impairments
- Personal care for physical disabilities
- Visual timetables, wobble cushions, fiddle toys
- Physiotherapy, Occupational Therapy
- Extensive outdoor areas and large open hall with equipment
- Appropriately sized classroom furniture
- Fine/gross motor skills support
- Gold School Games Award
- Close liaison with NHS/health service

## **Our Core Offer**

- Safeguarding and family support is our main priority. We work closely with families and outside agencies to support pupils across all aspects of their lives.
- High quality teaching is at the heart of what we offer at High Coniscliffe. Our skilled and qualified staff offer both challenge and support.
- Our stable and committed staff team builds warm, personal relationships with all children, offering exceptional pastoral and social support.

- We provide a broad and balanced curriculum that engages children, utilizing our beautiful school grounds and all available space.
- Our out-of-school club provides a seamless link between school and wraparound care from 7:30 am to 5:00 pm.
- We offer after-school activities and encourage pupils to play a key role in shaping the life of the school, with SEND pupils having the same opportunities.

## Assess

- Staff continuously assess all pupils' learning and progress, monitoring any difficulties.
- If a child is not making expected progress, a meeting will be arranged with the class teacher and/or SENDCO (Mr. Chris Toner) to explore possible barriers to learning.
- Observations and assessments will be carried out, and external specialist support may be sought with parental permission.
- Support will be documented in a 'support plan' with strategies to help achieve learning outcomes.
- If necessary, a 'One Plan' will be devised for further external support.
- In more complex cases, we may apply for a statutory assessment for an EHCP (Education, Health and Care Plan).

## Plan/Review

- Consultation evenings are held in autumn and spring terms to discuss your child's progress. For children on the SEN register, these meetings are with the class teacher and SENDCO.
- Termly meetings allow for the review of your child's support plan or One Plan, with the child involved in setting and reviewing targets.
- For children with EHCPs, termly review meetings are held with the SENDCO, class teacher, and other professionals involved.
- We have a positive relationship with families and offer informal meetings to discuss concerns and updates.

## Do

- Teachers adapt teaching and learning to meet the diverse needs of each class.
- Daily planning is tailored to individual needs.
- Differentiation is used to ensure all children experience success and challenge in learning.
- Additional adults support groups and individuals, focusing on developing independent learning skills.
- We follow external agency guidance to support children, particularly those with EHCPs.
- We encourage parental support, especially for at-home learning activities such as reading and core skills.