Backworth Park Primary School

SEND Information Report

Date policy last reviewed: September 2026

Approved by Headteacher:

Approved by Governors:

Next review date: September 2026

About the school

Backworth Park Primary School is a fully inclusive maintained mainstream primary school for children from the ages of 3 to 11 years. As a school we aim to ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities. We believe that every teacher is a teacher of every child, including those with SEND.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has learning difficulties if he or she:

a) Has a significantly greater difficulty in learning than the majority of children of the same age.

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.

The Special Educational Needs and Disabilities Coordinator (SENDCo) at Backworth Park Primary School is Miss V Wood and she can be contacted at the school on 0191 815 8000.

Appointments can be booked by contacting the school office.

Identifying Needs at Backworth Park Primary School

All children follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. The identification of Special Educational Needs and Disabilities (SEND) is built into the overall approach to monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision. As a school we recognise the importance of early intervention and therefore ensure that when a child is identified as having a special educational need we put support and strategies in place quickly and effectively. We also ensure that the support and strategies are specific to the child's individual needs.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- information from parents;
- information from previous practitioners (previous school, early years setting);
- information from 2 year checks;
- screening /diagnostic tests;
- Reception Baseline;
- EYFS GLD;
- Phonics Screening Check;
- end of Key Stage 1 assessments;

- end of Key Stage 2 SATs results;
- Branch Map and Pebbles Curriculum mapping;
- teacher assessment;
- termly tracking procedures;
- reports or observations;
- pupil's work; and
- discussions with pupils.
- Intervention diagnostic flowcharts to streamline and make identification consistent

Categories of Special Educational Need

The SEND Code of Practice 2015 states that special educational needs are generally thought of in four broad areas of need and support.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

At Backworth Park Primary School we recognise that in practice, individual children often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

If a child is not making the progress that would be expected their parent/carer would be involved as soon as possible. The school would discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Assessment, Monitoring and Review

A Graduated Approach where a child is identified as having a special educational need or disability, Backworth Park Primary School takes action to remove barriers to their learning and to put effective special educational provision in place.

Backworth Park Primary School uses the Graduated Approach, as outlined in the SEND Code of Practice (2015).

Assess

The class teacher working with the SENDCo carries out a clear analysis of the pupils needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, their behaviour, their development in comparison to their peers and national data, the views and experience of parents, the pupil's own views (where appropriate) and advice from outside agencies if there has been previous involvement.

This assessment is reviewed regularly and helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that there is a clear picture of the interventions put in place and their effect is developed.

Plan

The class teacher and the SENDCo agree in consultation with the parents on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for

review. The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are delivered by staff with sufficient skills and knowledge.

Do

Class teachers remain responsible for working with children with SEND on a daily basis. They are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where interventions delivered by teaching assistants involve group or one-to-one teaching away from the main class still retain responsibility for the children with SEND. Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

At Backworth Park Primary School, the impact of intervention programmes and provision are reviewed on a termly basis. During the meetings the staff, revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Outside agencies also review the impact of programmes which they have put in place. In addition to this the SENDCo carries out planning and book scrutiny to monitor the teaching of children with SEND, this includes looking at differentiation, the appropriateness of tasks, target setting, the use of teaching assistants and teacher support and the use of motivators and rewards. Pupil voice and parents voice is gathered. These monitoring and evaluating arrangements promote an active process of continual review and improvement of provision for all pupils.

Through appraisals, our SLT observes teaching assistants working with children with SEND on a termly basis, linked to pupils' progress. When the impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs.

Support

High Quality Teaching

At Backworth Park Primary School, all pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment and teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning means that pupils with SEND and disabilities will be able to study the full national curriculum within the class with their peers.

The high quality first teaching at Backworth Park Primary School is differentiated and personalised to meet the individual needs of the children. Some children need educational provision that is additional to or different from this. A child with special educational needs may be supported in a number of ways:

- by in class quality first teaching by the class teacher with appropriate strategies in place;
- in a small group within the classroom with a teaching assistant;
- in a small group in a room outside the classroom with a teaching assistant; and
- on an individual basis in a room outside the classroom with a teaching assistant.

School entitlement offer to pupils with special educational needs or disabilities	
	Support available within school
Communication and Interaction Needs: e.g.	• Visual timetables. • Areas of low distraction for interventions. • Support / supervision at unstructured times of the day.

• Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources. • Regular staff training in areas of SEN. • Access to Nature School, where appropriate • Access to The Glade (additional provision space) where appropriate. • SEND Curriculum using small steps of learning (Branch Maps or Pebbles)
Cognition and Learning Needs: e.g. • Moderate Learning Difficulties	• Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • SEND Curriculum using small steps of learning (Branch Maps or Pebbles)
Social, Mental and Emotional health e.g. • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing	• The school ethos values all pupils. • Behaviour management systems encourage 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. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help children deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times and break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs. • Attendance support • SEND Curriculum using small steps of learning (Branch Maps or Pebbles) • Access to The Glade (additional provision space).
Sensory and Physical Needs: e.g.	• Support and advice is sought from outside agencies to support pupils, where appropriate.

• Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All areas on the ground floor are wheelchair accessible. • The school has disabled toilets / facilities

Outside Agency Support

Children may also be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child. These agencies include:

- Educational Psychologist
- Speech and Language Team
- EYCOT
- Language and Communication Team
- Children's Services
- Dyslexia Team
- Occupational Therapist
- EYIF
- EYIS
- Sensory Services
- School Support Team
- Primary Outreach Team
- Dene Communication Centre
- Public Health
- GPs
- Attendance and Placement Team
- Ethnic Minorities and Travellers Asylum Seekers
- HIVE
- School Nurse
- Community Mental Health Team
- Connect Mental Health Team

Involving Parents/Carers

Parents/carers are involved in all aspects of the education of their children with SEND. We will let families know about any concerns about a pupil's learning by contacting and arranging an information meeting to discuss next steps.

During the assessment stage of the Graduated Approach, the staff at Backworth Park Primary School discuss their concerns with the parent/carer of the child who they are concerned isn't making expected progress.

They get the parent/carers views about:

- the pupil's strengths and areas of difficulty;

- concerns that the parent/carer has -agreed outcomes; and
- next steps.

During the Planning stage the parents are always made fully aware both through discussion with the class teacher and in writing of the planned support and inventions for their child. Where appropriate, parents will be encouraged to reinforce or contribute to progress at home.

During the reviewing stage Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers can also be kept informed through home/school books/diaries and phone calls if appropriate. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) oversees all support and progress of any child requiring additional support across the school. Backworth Park Primary School hold regular parents' evenings for all parents.

If a child has a special educational need their parents/carers are involved with regular review meetings to discuss progress towards current targets and setting future targets. Parents will be involved in annual reviews for children with statements of special educational needs / Education, Health and Care Plans. These reviews focus on achievements, the progress made towards the outcomes and support and future plans.

Outside agencies involved with the child will attend and the child will be involved in all or part of the review as appropriate.

Early Help Assessments will be annually reviewed by The Pastoral Team alongside parents/carers to allow additional needs to be met.

Families are also signposted to services / organisations through the Local Offer.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education. SENDIASS can be contacted by:

Telephone: 0345 2000 109

Email: SENDIASS@northtyneside.gov.uk

North Tyneside Council Special Educational Needs and Disabilities (SEND) Local Offer can be found at: Local Offer: Special Educational Needs and Disabilities (SEND) | North Tyneside Council

The Local Offer sets out the support and services that are available for children and young people aged 0-25 years across North Tyneside. The local offer includes information on education, health, early years provision, support for families, transition to adulthood, transport, social care, leisure, Education, Health and Care Plans and personal budgets

Backworth Park Primary School's Local Offer can be found on the school website SEND - Backworth Park Primary School or can be requested from the school office.

Involving Pupils

All children with special educational needs and disabilities are involved in the Plan, Do and Review stages of their support. However, this involvement differs greatly from child to child and is based on the child's age and/or level of understanding.

Children may be involved in:

- setting their targets;
- reviewing their targets; and
- planning their support and intervention

Some children will attend their termly or annual reviews, some will attend for a short part of their review so that their thoughts and opinions can be collected and others will give information in written, pictorial or verbal form.

Role of the SEND Governor

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND;
- ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting Statemented pupils;
- ensuring that pupils with SEND are fully involved in school activities;
- having regard to the Code of Practice when carrying out these responsibilities;
- being fully involved in developing, monitoring and subsequently reviewing the SEND policy; and
- reporting annually to parents on the school's SEND Policy and SEND procedures, including the allocation of resources.

The role of the Headteacher

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEND provision;
- keeping the Governing Body well informed about SEND within the school;
- working closely with the SENDCo/SEND team;
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education; and
- provide resources to enable the SENDCo to carry out their role effectively.

The role of the SENDCo

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- ensuring that all staff in the school understand their responsibly to children with SEND and the school's approach to identifying and meeting SEND;
- overseeing the development and day-to-day operation of the policy;
- co-ordinating the provision for pupils with SEND, including the organisation of timetables;
- monitoring the effectiveness of individual targets through SEN support plans and the tracking of these;
- liaising with and giving advice to fellow teachers;
- managing Teaching Assistants;
- overseeing pupils' records;
- liaising with the parents and ensuring that they are fully involved in every step of the SEND process;
- making a contribution to CPD;
- liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies; and
- providing data from the tracking of SEND pupils to be used in the SEF and School Development plan.

For effective co-ordination staff must be aware of:

- the roles of the participants;

- the procedures to be followed;
- the responsibility all teachers have in making provision for SEND pupils;
- the commitment required by staff to keep the SENDCo well informed about pupils' progress;
- mechanisms that exist to allow teachers access to information about SEND pupils;
- what exactly constitutes a 'level of concern' and at which point School Action is initiated;
- mechanisms that exist to alert the SENDCo to such 'levels of concern'; and
- the procedure by which parents are informed of this concern and the subsequent SEND provision.

The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils;
- collaborating with the SENDCo to decide the action required to assist the pupil to progress;
- working with the SENDCo to collect all available information on the pupil;
- setting suitable individual targets for pupils with SEND;
- in collaboration with the SENDCo, developing support plans SEND pupils;
- working with SEND pupils on a daily basis to deliver individual targets as well as support plan targets within differentiated planning;
- working with parents; and
- follow procedures and practices as set out in the SEND policy.

The role of Teaching Assistants

Teaching Assistants will work under the instruction/guidance of teaching/senior staff to undertake work/ care/support programmes: to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. They will:

- supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities;
- assist with the development and implementation of Individual support plans;
- establish constructive relationships with pupils and interact with them according to individual needs;
- promote the inclusion and acceptance of all pupils;
- encourage pupils to interact with others and engage in activities led by the teacher;
- set challenging and demanding expectations and promote self-esteem and independence
- provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;
- use strategies, in liaison with the teacher, to support pupils to achieve learning goals;
- assist with the planning of learning activities;
- monitor pupils' responses to learning activities and accurately record achievement and progress;
- provide detailed and regular feedback to teachers on pupils' achievement, progress, difficulties etc.;
- promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour incidents in line with established policy and encourage pupils to;
- work with parents/carers -Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses;
- support the use of ICT in learning activities and develop pupils' competence and independence in its use;

- prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activities and assist pupils in their use -Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop; and
- assist with the supervision of pupils out of lesson times including before and after school and at lunchtime.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in many areas including SEND. Staff are regularly encouraged to look at courses on the North Tyneside CPD website and to express an interest in those they wish to attend. Staff discussions are carried out with the Headteacher where staff can discuss any training needs they feel they have and courses/ training will be sought.

Staff are also comfortable approaching the SENDCo and discussing their training needs when they arise. The SENDCo may also find specialist support training and suggest appropriate staff attend.

At least termly staff meetings are carried out linked to SEND. This enables any changes in SEND at a national, local or school level to be discussed as well as discussions around individual children to take place. This ensures that all staff are aware of any changes in children's circumstances.

All new teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to gain an understanding of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

Staff carry out peer observations which can link to the teaching and learning of children with SEND. The SENDCo attends the Local Authority SENDCo Network Meetings in order to keep up to date with the local and national updates in SEND. She also attends Network Meetings with schools in the local pyramid which enables them to support each other with changes and developments.

Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

At Backworth Park Primary School we currently have members of staff trained in:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Separation anxiety
- Speech and Language difficulties
- Difficulties with attention and listening and working memory
- Makaton
- First Class @ Number programme
- Success @ Arithmetic programme
- Numicon
- Boosting Reading Potential (BRP)
- Inference Reading
- Lightening Squad
- Winning with numbers
- PM Benchmark
- RWI interventions

- Dragon Writers
- Social programmes including Time to talk, social stories, SEAL
- Dyslexia programmes
- Language and Communication programmes
- Speech Therapy programmes

Our Special Educational Needs and Disabilities Coordinator (SENDCo) provides advice and guidance to staff in relation to any concerns which may arise.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness - this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, Educational Psychologist or other specialist service.

Enhanced - this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by Educational Psychologist, staff from special schools or other specialist services.

Specialist – this is in-depth training about a particular type of SEND. The training can be carried out by Educational Psychologist, staff from special schools or other specialist services.

Transition

At Backworth Park Primary School we work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local secondary school and further visits for vulnerable children; we liaise with staff, including the SENDCos of the receiving schools. Work on safe travelling is available within North Tyneside Local Authority and we will arrange this for any child who we feel would benefit from it.

Children in Year 6 with a Statement of SEN/Education and Health Care Plans will be reviewed in the Autumn term before they move to secondary school. Should children need to transfer to specialist provision a transition plan will be put in place. If a child is moving to another school we will contact the SENDCo of the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about the child are passed on as soon as possible.

Accessibility

In School Statutory Responsibilities.

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy;

2. The school recognises its duties under the Equality Act are:

- eliminate unlawful discrimination, harassment and victimization;
- advance equality of opportunity between different groups;
- foster good relations between different groups;
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; and
- to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.

4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.

5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.

6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;

- increase the extent to which disabled pupils can participate in school curriculum;
- improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school; and
- improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled.

7. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs; and
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

The Physical Environment

The school is built over two floors and it is designed to meet the needs of pupils and adult users who have mobility problems or physical disabilities:

- many classrooms and other rooms/offices are on the ground floor;
- a lift is installed for use of staff and children;
- many public-access rooms, including front entrance and yard exit, toilets and hall are on the ground floor, with no steps; and
- a disabled toilet is available.
- a bespoke provision room 'The Glade'.

Activity

Backworth Park Primary School has identified a range of points for development in line with the duties from the Equality Act as follows;

- to raise staff awareness, personal knowledge and skills of the Single Equality Scheme and provide training required in the 9 strands; and
- to raise the children's awareness, knowledge and understanding of a range of disabilities.

Please see Backworth Park Primary School Accessibility Plan for more information. This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES Outside of School

Backworth Park Primary School offers a range of after school clubs, (e.g. physical skills, creative activities, social activities etc.), which are changed on a half termly basis. All children are welcome to attend these clubs including children with special educational needs and/or disabilities. Adaptations will be made, if needed, for specific children to access clubs of their choice.

Parents of children with special educational needs and/or disabilities will be sign posted, by the SENDCo, to specific activities in the local area which may be suitable for their child. Pupils will take part in off site visits throughout the school year. These visits are planned so that they are accessible to all pupils. A risk assessment is completed for each visit.

Complaints

There may be an occasion when parents / carers are unhappy or concerned about something that has occurred in school. At Backworth Park Primary School we would like to know about this as soon as possible so that things can be investigated, action can be taken and the issue can be resolved. We have a complaints procedure that is set out for parents / carers to follow if you do have a concern about any aspect of your child's school life.

Complaints Procedure:

A) It is hoped that concerns about children in class can be dealt with swiftly between the parent / carer and the class teacher. Teachers are always available to discuss any concern with either the parent / carer or the child. When a complaint is regarding the provision made in school for a child with Special Educational Needs or Disabilities the SENDCO will always be available to discuss the concern.

B) B) If you are not satisfied with the outcome of your discussion with the class teacher or your concern is of a general nature, then parents / carers can make an appointment with the Headteacher so that things can be discussed and acted upon.

If your complaint is not dealt with to your satisfaction, then you can formally write to the Headteacher. The school must then response to this by investigating the complaint and informing the parent / carer of what action is being taken.

C) If you are still not satisfied with the action the school has taken after seeing the class teacher and the Headteacher, then the Governors can investigate your complaint. ·Your first contact is Judy Williams and David Simpson (Chair of Governors)

Parents / carers need to write a formal letter to the Chair of Governors ·The Governors will then formally investigate the complaint and will inform the parent / carer of their decision

Please see North Tyneside Complaints Policy for more information. School Documents Special Educational Needs and Disability Policy

Backworth Park Primary School's Local Offer

Backworth Park Primary School's Accessibility Plan

Useful Information SEND information can be found on our school website:

SEND - Backworth Park Primary School (secure-primarysite.net)

North Tyneside Local Offer can be found at:

Local Offer: Special Educational Needs and Disabilities (SEND) | North Tyneside Council

Information on Special Education Needs and Disability Information, Advise and Support Service (SENDIASS) can be found at:

sendiass@northtyneside.gov.uk

(0191) 643 8313

(0191) 643 8317