Viewley Hill Academy

Awakening Curiosity
Creating Success

Viewley Hill Academy



SEND INFORMATION REPORT

2026-2027

For Parents and Carers

Lingfield Education Trust

Foreword

Special Educational Needs and / or a Disability (SEND) can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEND difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to autism spectrum disorder, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique. As such, a carefully planned approach is needed, often additional to high quality class teaching in order for these children to achieve as well as they can.

Our school and Trust has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school and Trust websites, Some examples are:

- SEND and Inclusion Policy
- Admission Arrangements
- Accessibility Plan
- Equality Objectives

Our Trust Mission and Guiding Principles

All schools within Lingfield Education Trust are bound by a common sense of duty and aspiration for all of our children. This is driven by our common mission – and what we want to be remembered for as a family of schools:

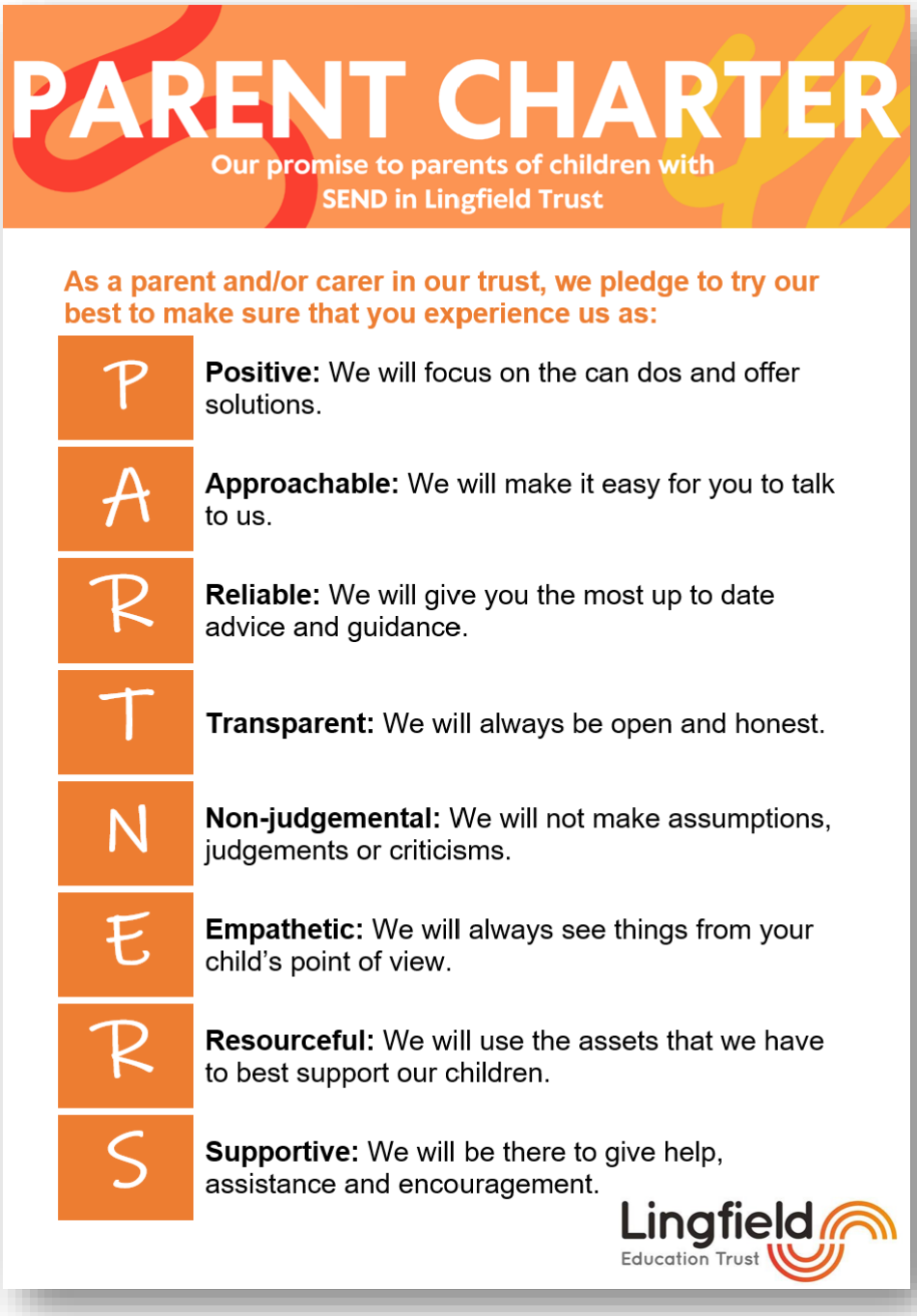
Our SEND Mission… *what do we want to be remembered for?*
The Trust had inclusion at its heart. It ensured that every child was seen, valued and included. All pupils thrived, and went on to succeed in a fulfilling and meaningful life.

In order to achieve our mission, we believe in the following principles in order to achieve our mission:



Our Trust Charter

In line with our mission, the following parent charter guides our work with families each and every day. This charter forms part of our promise to you regarding what you can expect from us as a school, as parents and carers.



What about..?

Below are some commonly asked questions about our school's offer for children with an additional need. We hope that you find the information useful. If you do not find the information that you need, please get in touch!

What is a 'SENDCO', who is it and how do I contact them?

A SENDCo (Special Educational Needs and Disabilities Coordinator) is a qualified teacher

responsible for ensuring that children with special educational needs or disabilities (SEND) receive the support they need to succeed in school. All state-funded, mainstream schools are required to have a dedicated SENDCo. The SENDCo works closely with teachers, families, and external professionals to identify pupils who require additional help, and to develop tailored support strategies that enable them to make progress.

They oversee the implementation of support plans, monitor pupil progress, and regularly review interventions to ensure that the needs of all children with SEND are being met effectively.

Since 2009, it has been a statutory requirement for SENDCos in mainstream schools to hold a specialist qualification. From 2009 to 2024, this was the National Award for SEND Coordination (NASENCO). From September 2024 onwards, new SENDCOs must complete the National Professional Qualification (NPQ) for SENDCOs, which replaces the NASENCO as the mandatory qualification for the role.

The SENDCO at Viewley Hill Academy is Miss J Glindon, who can be contacted via the school office on (01642) 591052, or office@viewleyhill.lingfieldtrust.org.uk

Key people:

Head Teacher	Mrs K Barkley
SENDCo	Miss J Glindon
Early Years Leader	Mrs L Dowson
SEND Governor	Mrs J Thirkell
Designated Safeguarding Lead	Mrs K Barkley and Mrs C Scaife
Deputy Safeguarding Leads	Mrs S Gardiner and Mrs S Moore
Head of Pastoral and Inclusion	Mrs C Scaife
Designated Person for Looked After Children	Mrs S Gardiner
Parent Support Advisor	Mrs S Moore
Pastoral Team/ELSA	Mrs S Stichell
Pastoral Team/Young Carers	Miss G Langstaff

Contact details:

Viewley Hill Academy

Andover Way

Hemlington

Middlesbrough

TS8 9HL

Tel: 01642 591053

Email: office@viewleyhill.lingfieldtrust.org.uk

What kinds of SEND are provided for at our school?

Although we are unable to detail the specific needs of our learners with SEND, we can share our experience in supporting children with a wide range of difficulties across the four broad areas of need. These are:

- Cognition and Learning Needs;
- Speech, Language and Communication Needs;
- Social, Emotional and Mental Health Needs;
- Physical and/or Sensory Needs.

Within these categories, we have experience in supporting children with neurodevelopment needs, such as Autism and ADHD. We support learners with Specific Learning Difficulties, such as Dyslexia, as well as sensory needs such as Hearing and Visual Impairments. We support a range of children registered as SEND support as well as several children with EHCPs. Whilst we care and nurture all of our learners with SEND, we also acknowledge that at times, the most vulnerable children may require a specialist setting other than Viewley Hill. In these circumstances, we work in partnership with families and the Local SEND team to secure a place that best suits the learner's needs.

How do we identify children who may have SEND and assess their needs?

The people who know their children best are always the child's families and often, when children first join our school, families have a clear understanding of their child's needs. Children and their families may already be receiving support and advice from services before starting at our school. At other times, families may become aware that their children's needs are changing and that different support may be required. At Viewley Hill Academy, all staff aim to listen to families and work together in order to identify a child's needs at the earliest possible point. Sometimes, however, it may be school who first identify that additional support may be needed.

We assess children formally at the end of each term and analyse this data against age related and national expectations. Pupils struggling to meet these expectations are identified as needing extra support. This may be provided via more personally differentiated work, some additional help through a small group intervention, or more adult support in class. For other students, additional needs may be identified through difficulties in wider school life, such as social, communication or physical challenges. In these cases, additional support will be given as with academic needs. Where concerns remain despite this additional support, school discuss this with families and decide upon next steps.

As part of high quality teaching, our staff are constantly making assessments on a child's learning and progress. Alongside termly formal assessments, this allows teachers to make a judgement on where a learner is compared to other children their age and the national average based on the National Curriculum. In order to make progress, some children may be accessing learning from a stage of the National Curriculum different to their chronological age. We also recognise that some learners make smaller steps in their learning compared to their peers, and that these should also be celebrated. For these learners, assessments are complete through a system called PIVATS, which breaks down National Curriculum steps into smaller, more achievable steps.

For some children with SEND, specialist assessments may be required to ensure that each learner's successes and needs are identified accurately. These may include:

- Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments of your child's needs;
- Literacy assessment – which may include reading and decoding assessments, copying assessments and recall tasks;
- Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments;
- Occupational Therapy Assessments – which may include motor skills and movement assessments, and how easily a student completes self-care tasks.

How do we consult with parents of children with SEND and involve them in their child's education?

The knowledge that families have of our learners cannot be underestimated and we welcome any opportunity to work in partnership with the families of children with SEND. There are termly opportunities talk about your child's progress at our consultation evenings, however, please do not feel that you need to wait until these are scheduled. You are welcome to call and arrange a meeting with your child's class teacher to discuss your child's progress and voice any concerns. You may also wish to discuss this with the school SENDCo.

We welcome any feedback or suggestions to children's SEND support plans, which are reviewed termly. Should your child have an EHCP, or is undergoing assessment, you will be involved in the development of the plan at each stage. Families are also invited to attend the annual review of these plans.

School are always keen to share events and training sessions for families of children with SEND, which are often ran by the local SEND team or by specialist colleagues. School does this via email, letter, or on our Facebook page. Middlesbrough's Local Offer also has many opportunities for families to get involved. Where appropriate, school may direct staff to relevant services within the Local Offer.

Questionnaires are shared with families at least annually and always include at least one section about SEND in school. We encourage families to respond honestly and we reflect on all comments made, including what we can do to improve provision.

When school are seeking advice from specialist colleagues, there is often the opportunity for families to liaise with the service. School will always discuss verbally and seek consent (written when required) when professionals from outside our school are working with children and young people.

How do we consult learners with SEND and involve them in their education?

Our learners with SEND are amazing! They show such determination and positivity and make us proud every day. We value the voice of every child in our school and ensure that they are listened to. The first section of all SEND Support Plans and EHCPs is all about the child as a person, as they come first. This is created alongside the learner. When teachers set targets for children, they are discussed with the learner before being finalised, and the learners have the opportunity to suggest changes. Where additional provision and support is provided in lessons, children are

invited to share how things 'work for them.' Children are also invited to share their views at Annual Review meetings for EHCPs. When support plans are reviewed, we listen to the extent to which students feel they have achieved against their targets, and what they would like to do next. At Viewley Hill Academy, we take pride in the strong relationships with have with learners which enable us to have honest and meaningful conversations, in which children know we are listening.

How do we assess and review children's progress?

If SEND is identified, families will be fully informed about their child's specific difficulties and needs, and what the academy will put in place to support them. Sometimes, this may involve seeking support from specialist colleagues, such as Educational Psychology, School Health, Early Help, or Child and Adolescent Mental Health. At other times, school may feel that the learner's needs can be supported without seeking specialist advice.

Viewley Hill Academy has three categories of need for identifying and supporting children who need additional help:

- **Early Support:** When school identifies that a learner is struggling with any aspect of school life compared to their peers, they can note their observations of the child. This involves making notes on the child's needs and sharing these observations with families. Children who have their concerns noted are reviewed termly by the class teacher and SENDCo. The decision is then made to continue to monitor, or to register the child as having SEND. If there is no longer a concern, then the child is removed from monitoring. All decisions are made in partnership with families.

- **SEND Support:** This is a formal recognition of SEND. A SEND support plan is developed in school with input from both the child and their family, which always starts with the voice of the child. It identifies the learners' needs, sets out targets that will support the learner to make progress, and the provision and support needed to meet these targets. These are reviewed termly and changes are made when appropriate.

- **Education, Health and Care Plan (EHCP):** This is highest level of SEND and children and young people with plans are considered the most vulnerable learners. There is formal process of assessment should learners be considered for an EHCP. This is a multi-agency process, that includes the child or young person and their family. Where appropriate, services from health and social care may also be involved. An EHCP is a legal entitlement to provision which is initiated, maintained and ceased by the Local Authority, but reviewed and monitored by the school and families at least annually.

As part of high quality teaching, our staff are constantly making assessments on a child's learning and progress. Alongside termly formal assessments, this allows teachers to make a judgement on where a learner is compared to other children their age and the national average based on the National Curriculum. In order to make progress, some children may be accessing learning from a stage of the National Curriculum different to their chronological age. We also recognise that some learners make smaller steps in their learning compared to their peers, and that these should also be celebrated. For these learners, assessments are complete through a system called PIVATS, which breaks down National Curriculum steps into smaller, more achievable steps.

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- Occupational Therapy Assessments – which may include motor skills and movement assessments, and how easily a student completes self-care tasks.

What additional support for learning is available to children with special educational needs?

The answer to this question depends on the needs of the learner. Like all children, learners with SEND are unique and their provision is designed to meet their needs and to make progress. Viewley Hill Academy takes pride in having high expectations for all learners and uses a variety of techniques to empower children to rise to this challenge:

- A dedicated Head Teacher with significant experience in supporting learners with SEND;
- A wider inclusion team led by the Assistant Head Teacher, with a nationally accredited and experienced SENDCo;
- Early Years Provision led by an Early Years leader with lots of experience in supporting children with SEND, and working with the local authority SEND team.
- A whole school team dedicated to supporting vulnerable learners with a focus on inclusion;
- A dedicated and highly-skilled teaching team who work collaboratively with colleagues to ensure the very best provision.
- High levels of adult support to ensure that children with SEND are supported both in lesson time and around the school environment.
- Excellent relationships with families and the wider community to ensure we work together to meet the needs of our children with SEND, and that their needs are understood by all;
- A curriculum that is designed to meet the needs of our vulnerable learners and allows adaptations to be made for children with SEND to reach their targets;
- Strong links with external partners, such as LA SEND support teams and our own private professionals, such as our Educational Psychologist.
- Support and collaboration from Lingfield Education Trust, which has inclusion at its heart.

Some examples of additional provision which could be suitable for a child with SEND ***could*** include:

- Individual and small group teaching, following dedicated programmes to address specific needs;
- Small group focus work to address shared issues, either within a lesson or as additional sessions;
- Support from specialist colleagues, such Occupational Therapy, Speech and Language and physiotherapy;
- Learning Support Assistant support within class to support with class work, help students to self-regulate, or to implement adapted provision;
- Additional resources to enable better access to the curriculum. This could include seating positions, the use of writing aids, and concentration tools.
- Thorough assessments undertaken by Educational Psychologists in order to pinpoint exact areas of difficulty, that are then addressed;
- ICT resources, such as the use of iPads and laptops to support with recording, and talking tins to support with memory;
- The use of talking therapy, such as Emotional Literacy Support Assistants (ELSA) and CATs therapy;
- Access to outreach support from the SEND team and special schools/bases.

How do we support children moving between phases of education and in preparing for adulthood?

At Viewley Hill, we understand that moving between phases of education can be particularly challenging for children with SEND. When moving year group or key stage within the academy, conversations take place between the two teachers and important information pertaining to children's needs is passed on. All information surrounding a child's SEND needs is stored securely, which can then be accessed by teaching staff as needed.

Children may change schools for a variety of reasons, and will also transition to secondary school at the end of Year 6. When children join our school, we work in partnership with their previous setting to ensure we have all information and paperwork pertaining to the learner's needs, and follow advice surrounding provision. Should children leave our school to attend a different mainstream or specialist setting, the SENDCo liaises with staff in the new setting to clarify needs and provision. Schools are required to keep information relating to children and young people with SEND until they are 25 yearsmold, therefore, Viewley Hill Academy employs a robust system to ensure that sensitive information is passed on securely to the receiving setting.

When moving from primary to secondary school, meetings are arranged with the primary and secondary SENDCos to ensure a smooth transition. The Year 6 teaching team will also be involved in this discussion. For the most vulnerable children, plans for transition begin early in the school year, and settings are contacted soon after National Offer Day. Some secondary schools offer an extended transition period for children with SEND, which is facilitated by the SENDCo. Children with EHCPs have an annual review at the end of Year 5 so that particular attention is paid to their needs in the following transition year, and to discuss the most appropriate setting. This would usually be one of the following:

- Mainstream secondary school,
- Mainstream secondary school with support
- A specialist base within a mainstream secondary school
- A special education school.

In some exceptional cases, children may be offered a placement from outside the Middlesbrough area, if it is felt that the setting best met the student's needs. SEND case officers are expected to attend annual reviews for children in Year 5, and should the decision be made to continue with EHCP support, a 'phase change' EHCP will be issued.

Preparation for adulthood is embedded throughout our curriculum and review processes, including Referral Planning Meetings and Annual Reviews. We ensure that all children, including those with SEND, are supported to develop the knowledge, skills, and confidence needed for a successful transition into adult life.

Our curriculum is designed to prepare every learner for adulthood by promoting independence, resilience, and ambition. It includes opportunities to explore real-life contexts, develop practical life skills, and engage with the wider community. This includes learning about independent living, including personal care, managing money, and careers education and guidance. Our personal development curriculum focuses on relationship education and social development, helping vulnerable learners to build healthy relationships and understand their role in society.

We have high expectations for all learners with SEND. Staff are committed to recognising and nurturing each learner's potential, encouraging them to set ambitious goals and supporting them to achieve them. Learners are empowered to make choices, take ownership of their learning, and develop a strong sense of self-worth and purpose. We provide a broad range of experiences that build cultural capital and enrich learning. These experiences are inclusive and accessible, helping students to develop curiosity, confidence, and a deeper understanding of the world around them. Examples include educational visits and residential trips, engagement with the arts,

sports, and local heritage, and opportunities to explore different cultures, traditions, and perspectives.

Children and young people are actively involved in shaping their learning and future aspirations. Through person-centred planning and regular reviews, vulnerable learners are supported to express what matters to them, including aspirations for independent living, interests in work and career pathways, and hopes for relationships and community involvement.

We listen carefully to what children want and work collaboratively with families and professionals to create personalised plans that empower learners to meet their ambitions and contribute positively to society.

What is our approach to teaching children with SEND?

At Viewley Hill Academy, we are proud to be a highly inclusive community where every child is welcomed, valued, and supported to achieve their full potential. We believe that all children, regardless of their individual needs, deserve access to high-quality teaching and a rich, engaging school experience.

Our first priority is always Quality First Teaching. This means that every teacher is responsible for delivering lessons that are well-structured, engaging, and accessible to all learners. We use a wide range of teaching strategies to support different learning styles and needs, so that as many children as possible can succeed within the classroom environment.

We are guided by the Lingfield Teaching Compass, which promotes excellence across all aspects of school life. It encourages all staff to embed a "SEND from the Start" approach across the school. This means we plan and deliver lessons with the needs of all learners in mind right from the beginning. By doing this, we ensure that our core classroom offer is inclusive and designed to remove barriers to learning before they arise.

Our school is a safe, welcoming place where all children are encouraged to be themselves. We promote kindness, respect, and understanding across the school community. We believe that all children should be challenged to achieve their best, and we set high expectations for every learner. At the same time, we recognise that some children need additional support to reach these goals. Our approach is to provide high levels of support alongside high expectations—ensuring that every child is stretched, encouraged, and given the tools they need to succeed. We have high aspirations for every child. Whether your child needs a little extra support or more specialist help, we are committed to helping them grow in confidence, independence, and joy in learning.

What adaptations are made to the curriculum and the learning environment of children with SEND?

At Viewley Hill Academy, all children are valued as individuals, and the school is committed to ensuring that every learner can access a broad and balanced curriculum. Adaptations are made in the following ways:

Personalised Learning

Each child with SEND receives a carefully planned and personalised approach to learning. Teachers adapt the content, delivery, and pace of lessons to meet individual needs. Some learners may access learning from a different stage of the National Curriculum than their chronological age if appropriate, to match their developmental age. All children with SEND receive a support plan, to which children and families contribute, which is updated termly to review the learners' progress and celebrate success.

Differentiated Support

Children who need extra help may receive differentiated work tailored to their level, small group interventions for targeted support, which largely takes place in class during teaching. Where possible, children with SEND are not taken out of class for interventions. The most vulnerable children may receive small, nurture group support for their core curriculum teaching, and then re-integrate with their peers for the wider curriculum.

Assessment Adjustments

Progress is tracked using both formal assessments and ongoing teacher observations. For children working significantly below age-related expectations, the school uses PIVATS (Performance Indicators for Value Added Target Setting) to track and celebrate small steps of progress. Where needed, specialist assessments (e.g. speech therapy, literacy, or educational psychology) are used to better understand a child's needs. As a school, we aim for all children, regardless of need, to take part in national assessments as it allows them to be fully part of school life. With the right support and provision, we find that the vast majority of children with SEND are able to take part these tests. We can also support children to sit the Year 1 phonics screening, Year 4 Multiplication Tables Check, or Year 6 SATs by providing access arrangements. These may include extra time, rest breaks, a scribe, or an enlarged text. However, for students with the most complex needs, it may be decided that sitting the test is not in the best interest of the child. This decision would always be made in partnership with families, and for these learners, assessments will be made based on the learning completed in school.

Inclusive Environment

The school is a fully inclusive setting, where all learners are involved in every aspect of school life. Adaptations to the physical environment are made where necessary to support children with physical or sensory needs. Our site is all on one level so children do not need to go up stairs. Ramps are available when needed for access needs for children and their families. There are quiet, outdoor spaces on our playgrounds for children who may be overwhelmed by busy play times. Signage around school is printed in a large, clear font which is suitable for learners with dyslexia and visual stress. Viewley Hill Academy provides a stimulating and inclusive Early Years environment, which includes access to a dedicated sensory room designed to support the development and well-being of young children, particularly those with additional needs. Our Nurture Room provides a safe, supportive space where children can develop their emotional well-being, resilience, and social skills. The room is used for a range of targeted interventions from our pastoral staff and external colleagues. The Nurture Room is a key part of our inclusive approach, helping children feel safe, understood, and ready to learn.

How are equipment and facilities to support children special educational need secured?

At Viewley Hill Academy, a wide range of resources are used to support the diverse needs of children with SEND and to promote independence, engagement, and access to the curriculum. Pupils have access to iPads and laptops to support learning through assistive technology and personalised programs. Talking tins are used to aid communication and memory, particularly for children with speech, language, or working memory difficulties. To support physical and sensory needs, the school provides resources such as, but not limited to, wobble cushions, writing slopes, ear defenders, overlays, and pencil grips, helping children maintain focus and develop fine motor skills. Physical manipulatives are used across subjects, especially in maths, to support concrete understanding. Where necessary, specially made or adapted resources are created to meet individual learning targets, ensuring that all pupils can access learning in a way that suits their needs.

We provide a range of specialist equipment and resources to support children with autism in accessing learning and managing their sensory and emotional needs. This includes access to visual timetables, Now and Next boards, and task management tools to support routine and reduce anxiety. Children may also use ear defenders, fidget tools, chew buddies, weighted items and calming sensory objects to help with regulation and focus. Some children have their own busy boxes in class to support emotional regulation; these are designed by staff alongside the children. Worry monsters, reflective journals, and emotion cards may also be used to support children's wellbeing.

When children need more specialised equipment, a range of external services, such as STARS (who support children with visual and hearing impairments) offer an excellent loan system. This allows children to try different tools to see what works for them.

What expertise and training do staff have in order to support children with SEN?

The Head Teacher of Viewley Hill Academy is an experienced SEND professional, previously being the Head Teacher of a primary school with enhanced provision for children with Physical Disabilities. As some students may present with additional needs that may require staff training, we ensure that this is a priority and that good practice is shared across school. The school is supported by an experienced Educational Psychologist who works collaboratively with a child's teaching team to develop personalised provision.

Our school Assistant Head Teacher leads the wider inclusion team and is a highly experienced teacher and leader, with particular experience in supporting children with Social, Emotional and Mental Health Needs. She is supported by a dedicated Parent Support Advisor who works collaboratively with SEND and Social Care.

The SENDCo in a mainstream school is legally required to gain a National Award for Special Educational Needs Coordination within three years of taking the post. This was gained from the University of Sunderland in 2017. The SENDCo keeps staff updated on any changes concerning SEND and encourages personal development in this field. The Middlesbrough SENDCo network is currently overseen by Discovery Special Academy. The SENDCo attends these meetings, which occur on a half-termly basis, to share good practice and to work collaboratively on issues that schools in Middlesbrough are currently facing. The SENDCo also attends the SEND network meeting on a termly basis within the Lingfield Education Trust. The school's Early Years leader has particular interest in SEND and has expertise in the identification of needs in our youngest children, and works in partnership with the SENDCo.

Our specialist teaching assistants, Miss Langstaff and Mrs Stitchell, are a valued part of the pastoral team, bringing a wealth of experience in supporting children's wellbeing, emotional development, and self-regulation. They work closely with pupils, families, and staff to provide targeted support that helps children overcome barriers to learning and thrive both academically and personally. Trained as an Emotional Literacy Support Assistant (ELSA) Mrs Stichell delivers individual and small-group interventions to develop emotional resilience, confidence, and positive relationships. As Young Carers' Champion, Miss Langstaff provides understanding, guidance, and practical support for pupils with caring responsibilities at home, ensuring these children feel recognised, supported, and able to reach their full potential in school. Their nurturing approach helps create a safe, inclusive environment where every child feels valued, understood, and ready to learn.

How is specialist expertise, such as educational psychology, secured?

Specialist expertise is secured through close collaboration with external professionals. Our Educational Psychologist, Dr Craig Small, works with the school to assess individual pupils, provide tailored recommendations, and support staff in implementing effective strategies. Referrals to the Educational Psychology Service (Real World Psychology) are made through the SENDCo, based on a graduated response and in consultation with school leaders and children's families. Other specialist expertise we access includes, but is not limited to, Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHs) and the neurodevelopment team. Mrs Scaife, Head of Inclusion and Pastoral, is responsible for signposting and referring to wellbeing based services, such as InsideOut and CATs Therapy.

How do we evaluate the effectiveness of our provision made for children with SEND?

Our teaching staff are constantly assessing and reflecting upon the needs of our learners and this is no different for students with SEND. At Viewley Hill Academy, we use an assess, plan, do, review model which allows us to see how well children with additional needs are progressing both academically and socially. Our staff have an open door policy and discussions on 'what is working well' happen regularly. The Inclusion Team also makes time to walk school on a regular basis, to talk to children with SEND, and to share their learning books.

At Viewley Hill Academy, we continually evaluate in order to improve. We invite external evaluators from the Lingfield Trust to review our provision and formally consult children and parents with regard to their experiences of SEND provision. Middlesbrough SEND team also carry our formal SEND reviews around every three years which evaluates the effectiveness of SEND provision across school. When schools are inspected by Ofsted, there is special attention paid to the provision and progress of the most vulnerable learners. During our most recent published OFSTED inspection, inspectors noted that "pupils with special educational needs and/or disabilities (SEND) benefit from the well structured curriculum. Leaders provide excellent support to meet the needs of pupils with SEND. Leaders have the same high aspirations for all pupils." (Viewley Hill Ofsted inspection report, June 2022)

As well as evaluating the provision children receive from our setting, we also closely monitor support delivered by specialist services to make sure it continues to be the correct pathway or provision for that child. The Inclusion Team are in regular contact with specialist colleagues to discuss and plan what a child needs.

How are children with SEND enabled to engage in activities with children in the school who do not have SEND, Including physical activities?

Children with SEND are an integral part of our school community and are given the same opportunities as their peers. Having special needs should not be a barrier to accessing the curriculum and experiencing school life to the full. Teaching staff are skilled at designing activities that meet the needs of all children, and making adaptations where necessary. Children with SEND are represented on all of our student leadership bodies and regularly share their views on their SEND support plans, through questionnaires, and in discussions with staff. During educational visits, including residential trips, reasonable adjustments are made to ensure that learners with SEND are not at any disadvantage compared to their peers, and that they have the same opportunities and experiences. Special attention is paid to SEND needs on any risk assessments, completed as our topmost priority is the safety of our learners. When planning education visits, group leaders work in partnership with facilitators to ensure they are aware of children with additional needs and how best to support them in accessing the same experiences as their peers. Children with SEND regularly represent our school through a range of events, such as choir and sports competitions, including those specifically designed for learners with additional needs. We are prepared to seek advice, resources, equipment and training when needed in order to provide equal opportunities for our learners.

We believe that every child should have the opportunity to enjoy and take part in physical activity, regardless of their individual needs. At our school, children with SEND are fully included in PE lessons, sports events, and active playtimes. We make thoughtful adaptations to ensure that all children can participate safely, confidently, and successfully.

OPAL playtimes provide inclusive, engaging opportunities that help children with SEND develop confidence, independence, and social skills in a supportive environment. Through a wide range of play experiences, children can explore activities that suit their individual interests and needs, helping them build friendships, improve communication, and practise emotional regulation. The flexible and child-led nature of OPAL encourages participation, reduces barriers to play, and supports children's wellbeing by creating positive experiences where every child feels valued, included, and successful.

Our staff work closely with families and specialists to understand each child's physical, sensory, or emotional needs. This allows us to plan activities that are inclusive and accessible, whether that means adjusting equipment, modifying rules, or offering additional adult support.

We also promote teamwork, confidence, and enjoyment through our inclusive sports programme. Children with SEND are encouraged to take part in school sports days, after-school clubs, and enrichment activities alongside their peers. Children with SEND are supported in representing Viewley Hill at external competitions, and we regularly take part in SEND-focused sports festivals. Our school sports coach is a full time member of staff, which means he has excellent understanding of the strengths and needs of all children, particularly those with SEND.

Physical activity is not just about fitness—it's also about building friendships, resilience, and self-esteem. We are committed to making sure that every child, including those with SEND, has the chance to experience the enjoyment and benefits of being active.

What support is available for improving emotional and social development?

We understand that a child's emotional wellbeing is just as important as their academic progress. At our school, we are proud to offer strong, compassionate pastoral support for children with SEND, built on excellent relationships and a culture of trust. Children know they are listened to and feel confident speaking to any adult in school if they need help or support.

Our Head of Pastoral and Inclusion plays a key role in supporting all children with their social and emotional development. In addition, we have a trained Emotional Literacy Support Assistant (ELSA) who works with children to help them understand and manage their feelings, and two Learning Support Assistants who specialise in behaviour and emotional regulation.

We also have two Mental Health Champions who support both children and their families, helping to promote positive mental health across the school community. Once a week, we are supported by a specialist child therapist from CATs (Children and Adolescents Talking Therapies), and we work closely with Educational Psychology to ensure children receive the right support at the right time.

Children's voices are central to our approach. We regularly gather their views through group and individual questionnaires, and they are represented through pupil ambassadors both within school and across our trust. Our student leadership roles give children meaningful opportunities to contribute to school life and support one another.

To ensure all children feel safe and included, we have a robust anti-bullying policy and high levels of adult supervision during unstructured times such as playtime and lunchtime. We are proactive in promoting kindness, respect, and understanding, and we take swift action to address any concerns.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's needs and supporting their families?

We know that supporting children with SEND often involves working closely with a range of professionals outside of school. At Viewley Hill, we are committed to building strong partnerships with health services, social care teams, local authority support services, and voluntary organisations to ensure that every child receives the right support at the right time.

When needed, we involve:

- **Health professionals**, such as speech and language therapists, occupational therapists, physiotherapists, and mental health specialists, to support children's physical, emotional, and communication needs.
- **Educational Psychologists**, who help us understand how best to support children's learning and development.
- **Social care teams**, who may work with families to provide additional support at home or in the community.
- **Local authority SEND services**, who offer specialist advice, training, and resources to help us meet more complex needs.
- **Voluntary and community organisations**, who provide family support, mentoring, counselling, and enrichment opportunities for children and young people.

We work in partnership with these services through regular meetings, referrals, and shared planning. Both our SENDCo and Head of Pastoral and Inclusion play a key role in coordinating this support and ensuring that families are fully involved in the process.

How do we support children who are looked after by the local authority and have SEN?

Children with SEND who are 'Looked After' by the Local Authority are monitored and supported by the Deputy Head teacher, Mrs Gardiner, who is the school's Designated Teacher for Looked After Children. Provision, additional resources and teaching, and outcomes are reassessed regularly to ensure that these vulnerable children are both happy and making good progress. There is a 'joined up' approach for setting targets and provision for children who are looked after who also have additional needs to ensure both teams within school are working towards the same outcomes.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We sincerely hope that families feel that their child is receiving the appropriate provision and support, but also understand that occasionally things go wrong. Should families be unhappy with any aspect of SEND provision for their child at Viewley Hill Academy, we encourage them to discuss their concerns with the school. This will be with the child's class teacher in the first instance. If this does not resolve the problem or allay concern, the problem should be brought to a member of the Inclusion Team, who will, where necessary, bring concerns to the attention of the Head Teacher. In the unlikely event of this not resolving the issue, families should make a complaint using the Viewley Hill Academy Complaints Procedure. If after speaking with us you still have concerns, or wish to make a formal complaint, our Trust complaints policy can be found here:

https://lingfieldeducationtrust.com/governance-policy/trust-policies/

What is the Local Authority 'Local Offer' and how do I find it?

When the Special Educational Needs Code of Practice was published in 2014, all local authorities were requested to publish, in one place, information about all services, provision and support available in their area for children and young people from 0-25 with SEND. In addition to this, all schools were requested to share details of their ethos, provision and support for children and young people who do, or may, have SEND. This is known as the 'local offer.' To access further information about the Middlesbrough Local Offer, please follow the link below.

https://www.middlesbrough.gov.uk/schools-and-education/special-educational-needs/local-offer/

Are there any support services for the parents of pupils with special educational needs?

We understand that supporting a child with SEND can sometimes feel overwhelming, and we are here to help. In addition to the support your child receives in school, we work closely with a range of external services that offer guidance, advice, and emotional support for parents and families.

Some of the key services we signpost and work with include:

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

SENDIASS is a free, impartial, and confidential service available to families and young people. It provides information and guidance on all aspects of SEND, including education, health, and social care. SENDIASS can support families in understanding their rights,

navigating the Education, Health and Care Plan (EHCP) process, and preparing for meetings or reviews. If a parent or carer is dissatisfied with a decision made by the local authority's SEND team—such as a refusal to assess or issue an EHCP—SENDIASS can offer advice on next steps, including how to appeal or request mediation. The service aims to empower families to make informed decisions and ensure their voices are heard throughout the SEND journey. SENDIASS can be contacted via telephone (01642) 310806 or email southteessendiass@barnardos.org.uk

Daisy Chain

Daisy Chain is an award-winning local charity based in Stockton-on-Tees that supports autistic and neurodivergent children, young people, adults, and their families. Families do not need a formal diagnosis to access support, making it an inclusive and accessible service for those at any stage of their neurodevelopment journey.

Daisy Chain offers a wide range of services, including after-school and weekend clubs, holiday activities, high-needs support, family events, and performing arts sessions. They also provide wellbeing support, counselling, and practical advice tailored to the needs of both children and their families. Their support is designed to be flexible and inclusive, helping families navigate challenges and celebrate strengths. More information, including contact details and how to access services, is available at www.daisychainproject.co.uk.

Inside Out

InsideOut is a school-based mental health support service that works with children and young people who may be experiencing emotional or behavioural difficulties. The service offers early intervention to help children manage their feelings, build resilience, and develop positive coping strategies. InsideOut also provides guidance and practical advice to families, helping them understand and support their child's needs both at home and in school.

Support may include one-to-one sessions with a mental health practitioner, small group work, or whole-class activities focused on emotional wellbeing. The team works closely with school staff to ensure that support is tailored, timely, and effective.

More information can be found by speaking to Mrs Scaife, or by visiting the website at www.insideoutmhst.co.uk.

Family Help

Family Help (previously Early Help) is a way of offering support to children and families when they begin to face challenges that may affect wellbeing, development, or family life. Family Help is intended to provide a more joined-up approach, bringing together targeted early intervention and some statutory support services under a single framework for children and families

At our school, we work closely with the Family Help team to ensure that families of children with SEND can access the right support at the right time. This may include help with behaviour, emotional wellbeing, routines at home, parenting support, housing or financial concerns, and access to health or social care services. Family Help brings professionals together to form a team around the family, creating a personalised plan that reflects each family's unique circumstances. Mrs Moore, our parent support officer, is available to support with Family Help referrals, or you can contact the team on 01642 726004 or middlesbroughmach@middlesbrough.gov.uk

We are always happy to talk through the support available and help you make contact with the right services. Our SENDCO, Parent Support Officer, or Head of Pastoral and Inclusion, can guide you through the process and ensure that you feel supported every step of the way.