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**CHILDREN**  
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25th April 2022

# Collaborative Working SEND



in partnership with



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# Agenda



How the Local Authority and schools work together to identify and support children with SEND



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# Discovery Primary Academy



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## Context

- Special school for severe learning and associated complex needs
- Part of Tees Valley Education Trust
- Free school - opened 2018 with 36 children
- Currently 89 children, 110 (+) in September
- Nursery to Y6, secondary from September
- 55% of children in the 10% most deprived decile
- 60% FSM



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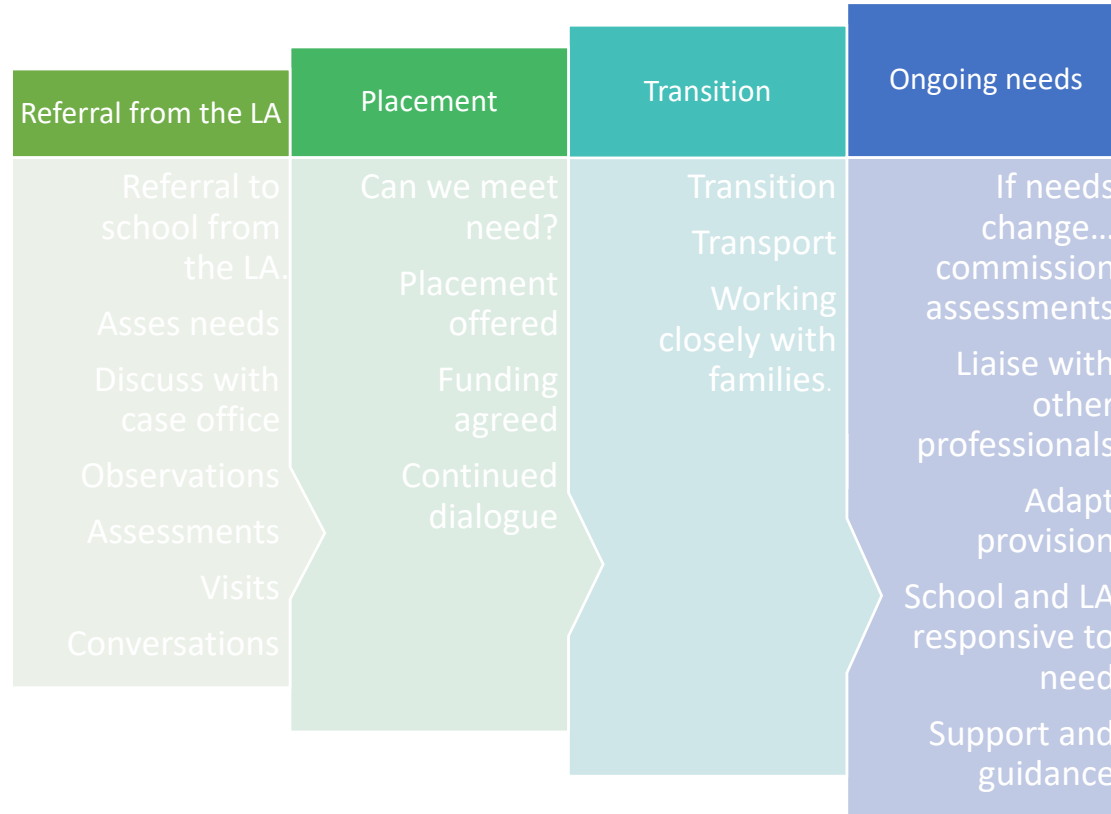


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Identifying where a pupil may be having difficulty which may be because of SEN



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## The support that school provides to those students who have or may have SEND

- Primary need is severe learning difficulties, and associated needs
- Increased number of pupils on the autistic spectrum
- High staffing ratios
- Personalised learning approach
- Integrated therapies
- Outdoor play and learning
- High expectations for all
- Communication immersion environment
- Staff skilled in working with pupils with SLD and associated needs
- Responsive to need
- High proportions of enrichment activities in and out of the academy
- Pastoral support for pupils and parents
- Preparation for adulthood
- Three curriculum pathways: Early years, informal and semi-formal
- Academic, social, emotional and life skills, and therapeutic



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National Curriculum/  
Development Matter &  
ELG's

Curriculum Pathway Continuum



→ **Formal Pathway**  
Mainstream  
Y1 – 6 & Early Years

→ **Semi-Formal Plus**  
Unit Provision  
Y1 – 6 & Early Years

→ **Semi-Formal**  
Special Provision  
Y1 – 6 & Early Years  
(Sept 22 – KS3 & 4)

→ **Informal**  
Special Provision  
Y1 – 6 & Early Years  
(Sept 22 – KS3 & 4)







# Case Study



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## What worked well?

- Liaising with case officers and senior leader at the LA SEND team
- Liaising with social worker to build a relationship with the family
- Meetings at the child's current school to allow parents and familiar environment
- Transition opportunities for parents to meet all those who would work with child at Discovery
- Planned transition for the child
- Close liaison with transport to support access
- The right level of funding has allowed personalised support

## Impact of Partnership Working?

- Child is making progress in the setting and has settled well
- Personalised support with a focus on therapies, social and emotional needs as well as academic ensures all needs are met
- The family feels well supported and able to approach staff
- Continued close working between education and social care allows a holistic approach
- Attendance is improving



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# Impact of Partnership Working



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Bespoke packages for individual children –

Support for all SENDCOs to develop knowledge and confidence

CPD brokered by LA and designed and delivered by TvED

SENDCo network – information sharing, best practice, upskilling, education, health and local authority together

SEND Strategic Groups:  
looking at processes/systems and optimisation e.g. review of EHCP paperwork, referrals to children with disabilities team etc



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# Ayresome Primary School



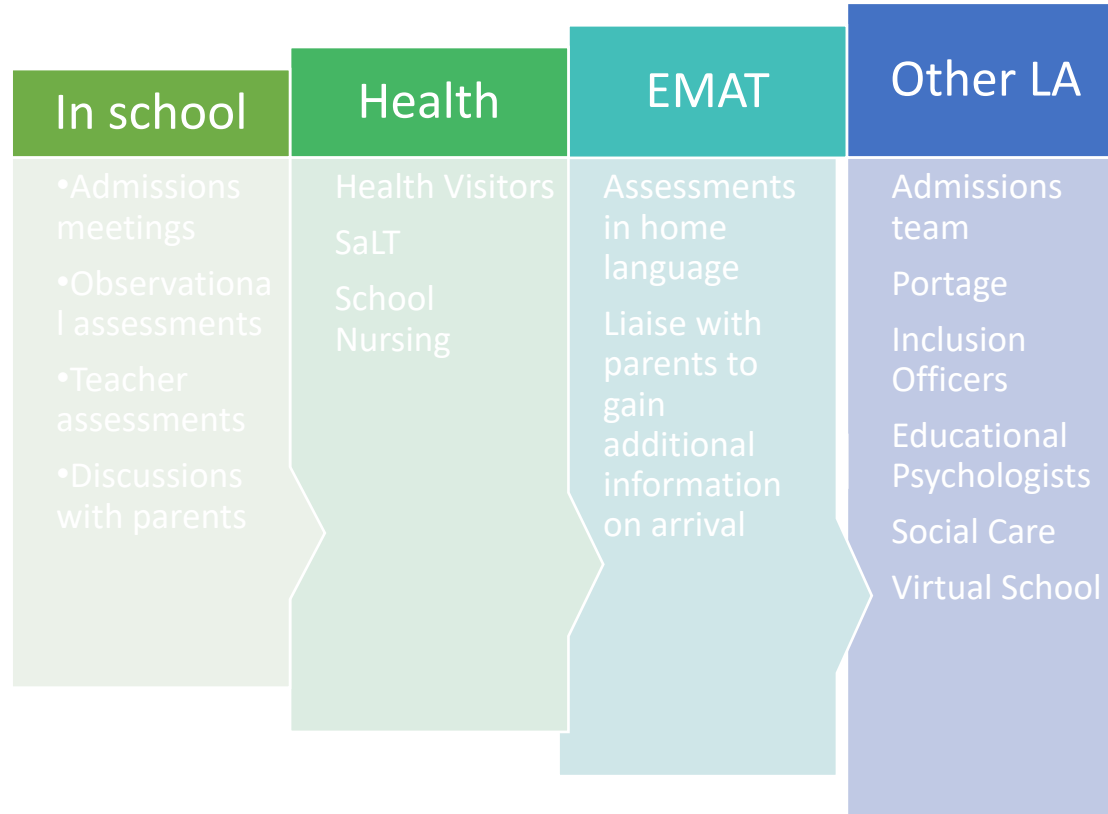
'It's awesome at Ayresome'

Located in central  
Middlesbrough  
NOR - 740  
PP - 54%  
SEND - 25% but increasing  
levels of complexity  
High levels of deprivation  
that is not reflected in our  
PP indicator  
90% of children live in the  
top 5% of most deprived  
areas





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## The support that school provides to those students who have or may have SEND

- Personalised learning plans and provision
- SEND support plans with SMART targets so that progress can be monitored
- Review of EHCPs so they remain relevant
- Small group interventions linked to learning
- Additional support through applications for NHF
- Additional adult support in school
- Access to in school interventions linked to Physical Development
- Access to in school support linked to SEMH
- Specific staff CPD linked to children's needs so they are best placed to meet their needs
- Outreach support from specialised staff.
- Parental workshops
- Access to Early help through referrals
- Referrals to disability social worker team
- Supporting access to agencies - SENDIASS, Daisy Chain, etc.



## Working with the Local Authority to meet the needs of pupils with SEND and ensuring appropriate support is in place to enable them to achieve the best possible outcomes

- Inclusion Officers
- Outreach/Inclusion Team
- Virtual School
- STARS (HI/VI)
- Educational Psychologist
- Funding
- EHC Assessment
- Dialogue with staff to access advice and guidance
- SEND Case Officers
- Place planning
- Attending LA panels as Education rep
- Training



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Clinical Commissioning Group

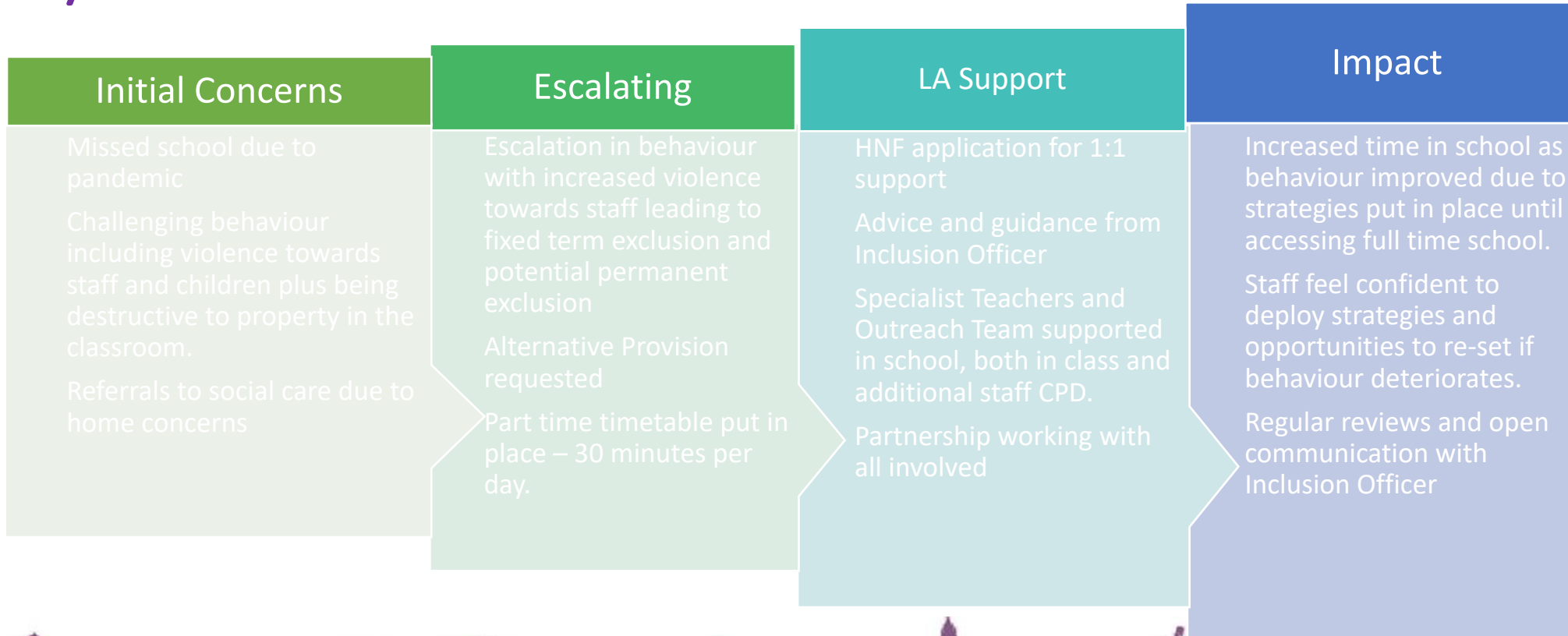


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# Impact of Partnership Working – Case Study



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