

# Primary Choices

## Resource Provision and Special Schools in Middlesbrough

[www.middlesbrough.gov.uk/localoffer](http://www.middlesbrough.gov.uk/localoffer)



## Choosing the Right School for your Child

When choosing a school, read the Schools SEN information report/Local Offer to get a better understanding of how the school can meet your child's needs. You can find this on the schools own website.

Try and arrange a visit to the schools, meet the Head teacher and chat to the Special Needs Co-ordinator (SENCO) to find out more about the school and get your own feel for it.

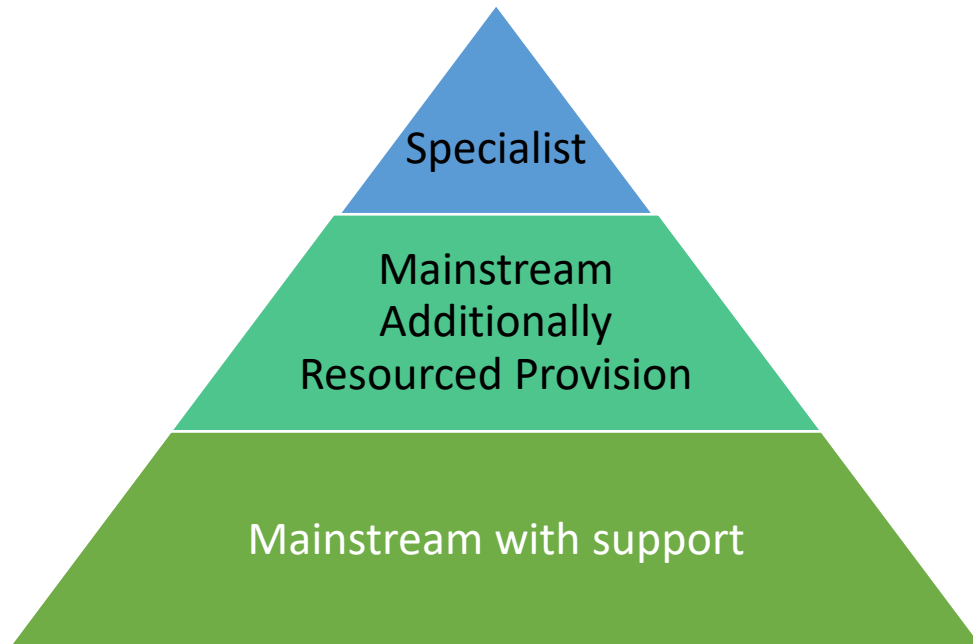
Before you visit it may be worthwhile to make a checklist of all the things that are important to you and your child. This will help you to ask the right questions. Think about your child's needs and what matters to you most about a school.



After your visits, take time to reflect and consider what you have found out. Make your ideal choice but also think about the alternative schools that can also meet your child's need as there may be times that your preferred school is unable to offer a place to your child.

## Middlesbrough Schools

There are 3 different types of school provision within Middlesbrough; Mainstream, Mainstream Additionally Resourced Provision and Special Schools.



### Specialist

Will have an EHCP

- The child's needs are best met by having all specialist teachers for their particular needs and require a very high level of care, support and intervention for most or all of the school day, to keep them safe and help them to learn.

### Mainstream ARP / Bases

EHCP usually but some with SEND support plan.

- Some children can access a mainstream curriculum but need some specialist teaching, equipment, care and intervention.

### Mainstream

Mostly SEND support but many with EHCP

- Most children with SEND will attend Mainstream Schools with Support

## Mainstream Schools

Most children and young people with special educational needs will have their needs met in local mainstream schools. The school will make reasonable adjustments to meet the needs of the child in accordance with their SEN Support Plan or Education, Health and Care Plan (EHCP).

Parent/ carers can preference a mainstream school as part of the Education, Health and Care Plan assessment and Annual Review, in addition to making preferences via the Place Planning process for key transition years.



## Mainstream Additionally Resourced Provision / Bases

Some children and young people may have their needs met within an Additionally Resourced Provision within a mainstream school. You may also have heard teachers and other parents talking about Bases or SEN units.

Children don't always need to have an EHCP to access a Resource Provision.

These settings can provide a small class environment away from the wider mainstream classes, with higher staffing ratios or some resource provisions have students who take part in mainstream classes being supported with reasonable adjustments, equipment and additional support but can also have access to the resource provision for additional targeted support.

Students take part in mainstream activities and mix with the wider school population during break times and afterschool activities.



Take a look at the schools listed in the table overleaf, this should help you identify the Additionally Resourced Provisions by primary need to narrow down your preferences.

Mainstream Additional Resourced Provision	Beech Grove*	Marton Manor*	Hemlington Hall	Easterside Academy	Sunnyside Academy	Pennyman Primary (SEN Unit)
Communication & Interaction / Autism Spectrum Conditions	★	★				
Hearing Impairment					★	
Higher Learning Need			★	★	★	
Physical Disabilities & Medical Need						★
Social Emotional & Mental Health						
Visual Impairment					★	

**\* Children MUST have an Autism Spectrum Condition diagnosis to attend**

## Communication & Interaction / Autism Spectrum Conditions

**School Name:** Beech Grove Primary School

**Provision (including base, if applicable):** High Needs  
Resource Base for children with Autism



**SEND Offer:** We offer a small group setting of up to 8 children supported by 3 staff (Teacher & two TAs). Our staff have expertise in teaching children with autistic spectrum disorder.

**Do children need to have a plan to attend?:** No

**Do children need a diagnosis to attend?:** Yes – diagnosis of ASD

**Where will they be educated:** The children are split into two classes – one for Reception/KS1 and the other for KS2. The Reception/KS1 base has a small sensory room.

**Other Information:** The base is very much part of the mainstream school. We have a very inclusive approach. The children in the base access playtime and lunchtime with the mainstream classes, and join the whole school for assemblies. They follow the same curriculum as the equivalent mainstream classes, albeit with an adapted approach to suit the children's needs.

## Communication & Interaction / Autism Spectrum Conditions

**School Name:** Marton Manor is a one form entry mainstream primary academy and is part of the James Cook Learning Trust. The school also has a 15 place Local Authority Additionally Resourced Provision for pupils with Autism from Reception to Year 6.



**SEND Offer:** Pupils in our resourced provision have a staff to pupil ratio of 1:3. Pupils are taught using autism specific strategies and each child is supported in accordance with their needs and stage of development.

**Do children need to have a plan to attend:** No

**Do children need a diagnosis to attend?:** Yes – a diagnosis of ASD.

**Where will they be educated:** All pupils in the Resourced Provision are educated in the provision on a morning and where appropriate, pupils attend their mainstream classes on an afternoon, with support.

## Physical & Medical

**School Name:** Pennyman Primary Academy

**SEND Offer:** As a Mainstream Academy with a specialist designated unit provision, Pennyman is a fully inclusive and exciting learning community. Unlocking each child's unique potential is at the heart of learning, which is reflected in our academy Motto **'Every Child, Every Chance, Every Day'**.



**Do children need to have a plan to attend:** Children do not need to have a plan to attend.

**Do children need a diagnosis to attend?:** No, however, pupils must have a physical disability and/or medical condition as one of their primary complex needs. In addition, some pupils may have other co-associated needs affecting cognition or their ability to interact with others e.g. specific learning or moderate learning delay, speech, communication, interaction and/or sensory difficulties.

**Where will they be educated:** Separate base unit to the Mainstream School. Pennyman has a 55 place designated Unit provision. This is led by the Assistant Head of Academy for SEND. Fifty additionally resourced places meet the needs of children in Reception to Year 6, with five additional assessment Nursery operating over five morning sessions

**Other Information:** Pennyman Primary Academy, part of Tees Valley Education, is proud to be an inclusive place for children to learn. We welcome pupils from a wide range of backgrounds who come together here to share new experiences and learn from one another. We want all of our children to feel welcomed, happy and fulfilled. Pennyman Primary Academy is part of Tees Valley Education and we have a Trust wide therapy and wellbeing offer to support the children's development.

## Visual Impairment

**School/ Provision Name:** Sunnyside Academy Vision Resource Base

**Provision (including base, if applicable):**

Nursery-Y6 Additionally Resourced Provision for pupils who have a Vision Impairment.

**SEND Offer:** We have a regional provision for students across the Tees Valley who have a Vision Impairment.

**Do children need to have a plan to attend?:** SEN Support Plans or Education, Health and Care Plan (EHCP)

**Do children need a diagnosis to attend?:** No - Pupils who have been assessed by an appropriately qualified professional as having a moderate to profound vision loss for either near, distance or both (NatSIP criteria). Pupils may also have Cerebral visual impairment (CVI). They may have normal or near normal visual acuity but will display moderate to significant visual processing difficulties. Pupils may be registered Sight Impaired (Partially Sighted) or Severely Sight Impaired (Blind).

**Where will they be educated:** Pupils will be educated within mainstream classes with assigned access to a Qualified Teacher of the Vision Impaired (QTVI) and Specialist Teaching Assistants. Pupils are likely to integrate with mainstream pupils during playtimes, lunchtimes, assembly times and for some whole school sporting activities or events.

**Curriculum Offer:** Quality First Teaching is supplemented by additional specialist support with close monitoring of success and progress in place. Specialist staff make modifications and adaptations to curriculum delivery and learning materials to facilitate access for a Sight Impaired or Severely Sight Impaired pupil monitored by the QTVI. Specific skills teaching for part of a more personalised curriculum as appropriate for individual pupils e.g. cognitive, language, social/emotional, tactile, assistive technology, habilitation and independence skills. This provision is usually one to one, under the supervision of the QTVI or specialist staff. Inclusive opportunities to work with and socially mix with both sighted and non-sighted peers. Access to specialist visits and visitors.



## Deaf & Hearing Impairment

**School/ Provision Name:** Sunnyside Deaf and Hearing Impaired Base

**Provision (including base, if applicable):**

Nursery-Y6 Additionally Resourced Provision for pupils who are D/deaf or those who have a significant communication need and require access to an environment with Signed Supported English/British Sign Language.



**SEND Offer:** We have a regional provision for students across the Tees Valley who are D/deaf or require a signing environment as a result of other communication needs.

**Do children need to have a plan to attend?:** SEN Support Plans or Education, Health and Care Plan (EHCP)

**Do children need a diagnosis to attend?:** No - Pupils will have been assessed by an appropriately qualified professional as having a permanent hearing loss, ranging from moderate to profound (NatSIP criteria), which has a significant ongoing effect on speech, language, communication, social/emotional development and access to the curriculum. Pupils may have Auditory Neuropathy Spectrum Disorder.

**Where will they be educated:** Most pupils will be educated within small base classes with full-time access to a Qualified Teacher of the Deaf and Specialist Teaching Assistants. Some pupils will be taught within mainstream classes with dedicated Qualified Teacher of the Deaf time and Specialist Teaching Assistant support. Pupils are likely to integrate with mainstream pupils during playtimes, lunchtimes, assembly times, PE and for some whole school sporting activities or events.

**Curriculum Offer:** Quality First Teaching is supplemented by additional specialist deaf support/intervention with close monitoring of success and progress in place. Base classes allow pupils to be taught in groups of 6 pupils, with access to a range of adapted teaching methods including: Specialist pre and post teaching, fully modified and adapted curriculum according to the needs of the pupil/pupils, visual teaching strategies, Colourful Semantics, Smile Therapy, Deaf Studies and a Personal Understanding of Deafness. Resource provision pupils regularly meet for assemblies and group sessions across all age ranges and they

are provided with the opportunities to meet other D/deaf pupils at various regional events. Pupils have weekly British Sign Language stories which are delivered by a Deaf Tutor. Resource base pupils have access to a Specialist Emotional Support Literacy Assistant (ELSA) as and when required.

## Higher Learning Needs

**School Name:** Easterside Academy

**Provision (including base, if applicable):** High Needs  
Resource Base for children with Higher Learning Needs

**Do children need a plan to attend:** No

**Do you need a diagnosis to attend:** No

### **SEND Offer:**

You do not need an EHCP to attend the resource base.

The High Needs Base (HNB) caters for a total of 16 young children with a range of learning needs. The children in the unit range between the ages of four to seven years. The children follow a modified curriculum, using differentiated teaching and learning styles to meet the children's individual needs. The children are taught through play based learning, incorporating multi-sensory approaches to all aspects of the curriculum.

### **Other Information:**

Our aim is to help the children access the curriculum and reach their full potential. Being part of a main stream school, we are able to integrate some children back into mainstream classes dependent on their needs and subject ability.



## Higher Learning Needs

**School Name:** Hemlington Hall Academy

**Provision (including base, if applicable):** High Needs Resource Base for children with Learning needs



### **SEND Offer:**

A small group Resource provision with a dedicated Base leader and a SENDCo to oversee the provision for all children with additional needs across the school. Our Base offers personalised and targeted support to meet the very individual needs of each child with highly qualified and committed staff.

**Do children need to have a plan to attend?:** No

**Do children need a diagnosis to attend?:** No

**Where will they be educated:** Educated within the separate resource class.

## Higher Learning Needs

**School/ Provision Name:** Sunnyside Academy Higher Needs Learning Base

**Provision (including base, if applicable):**

Our Additionally Resourced Base Provision is for pupils in Y3-Y6 with identified Learning Difficulties or those who present with significant and persistent difficulties in the acquisition of language /Literacy/ Numeracy skills. Pupils will have difficulties that are likely to be lifelong and could be an element of a wider diagnosis e.g. a chromosomal difference. Pupils will be working at a level significantly below their peers and significantly (if not severely) delayed in learning across the academic and social curriculum despite differentiated learning opportunities and concentrated supported through quality first teaching and interventions. Pupils are likely are classed as 'vulnerable' due to social and emotional immaturity.



**SEND Offer:** We have a local provision for students across the Middlesbrough Area who have learning difficulties and other associated needs.

**Do children need to have a plan to attend?:** SEN Support Plans or Education, Health and Care Plan (EHCP)

**Do children need a diagnosis to attend?:** No diagnosis is required.

**Where will they be educated:**

Pupils will be educated within one of two small base classes supported by specialist teachers and teaching assistants. They are likely to integrate with mainstream pupils during playtimes, lunchtimes, assembly times and for some whole school sporting activities or events.

**Curriculum Offer:**

Quality First Teaching is supplemented by additional specialist support with close monitoring of success and progress in place. Pupils access a highly differentiated and modified multi-sensory curriculum, which focuses on developing their knowledge and skills from their starting point so that pupils can experience success. Lessons are modified in terms of pace, delivery method, literacy level and methods of recording. Visual cues support language development and understanding. There is a preference for practical tasks and opportunities for over-learning and consolidation through frequent repetition ensuring transfer and generalisation of skills. The base class offers higher ratios of staff to support pupils in their overall development and pupils have opportunities to develop practical skills through an enrichment curriculum covering activities such as gardening, cooking, road and bike safety.

## Specialist Schools

Some children and young people may need to attend a special school. These children must have an Education, Health and Care Plan.

A special school is a school that caters specifically for children whose needs cannot be met within a mainstream school or Additional Resourced Provision within mainstream.

This encompasses children and young people with many different types of educational needs; with schools can specialising in one of the four areas of special educational needs:

- communication and interaction
- cognition and learning
- social, emotional, and mental health
- sensory and physical needs

Take a look at the Schools listed in the table overleaf, this should help you identify the Special School provision by primary need to narrow down your preferences.

Special School Provision	Beverley School	Discovery Special Academy	Priory Woods School and Art College	Holmwood Special School
Primary	★	★	★	★
Secondary	★	★	★	
Post 16	★		★	
Communication & Interaction / Autism Spectrum Conditions	★			
Hearing Impairment				
Higher Learning Need				
Physical Disabilities & Medical Need				
Profound & multiple learning difficulties			★	
Severe learning difficulties		★		
Speech, Language & Communication				
Social Emotional & Mental Health				★
Visual Impairment				

## Communication & Interaction / Autism Spectrum Conditions

**School Name:** Beverley School

**Provision:** Special School (Nursery to Post 16)

**Offer:** Beverley School is an all-age specialist school for pupils who have an autistic spectrum condition. Pupils must have an ECHP and an Autism Diagnosis.



**Additional Information:** All pupils follow the National Curriculum, and most will achieve external accreditation, including GCSE's where possible, by the time they leave us.

Our vision is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our students for life after school. Our curriculum is based around the principles of preparation for adulthood, under the headings of Employment, Friends, Family and Community, Independence and Good Health from EYFS to 6th form. The preparation for adulthood themes are woven through the whole curriculum offer at Beverley. Specific Autism strategies are also embedded in the curriculum to enable communication and independence such as PECS, TEACCH and Attention Autism.

Our classes are grouped to promote positive social relationships and support students' social and emotional needs, teaching staff are experts in providing differentiation and challenge. We offer a broad and balanced curriculum with an emphasis on Project Based learning throughout the whole school to promote active engagement, active learning and success in generalising skills and knowledge outside the classroom. Class timetables are planned to offer appropriate weighting of subject delivery to meet the needs of the learners. Classes where students are not accessing National Curriculum objectives are assessed on Language and Communication (English), Cognition (Maths) and Science using SOLAR assessment tool along with their EHCP outcomes. Classes where students are accessing the National Curriculum students are assessed on National Curriculum Learning Objectives, recorded on SOLAR, and their EHCP outcomes.

## Profound & Multiple Learning Disability (PMLD)

**School Name:** Priory Woods School and Art College

**Provision:** Special School



**Priory Woods School & Arts College**

*A Special Place to Learn*



**Offer:** Priory Woods School and Arts College is an all-age community special school. Our school provides a quality, inclusive education for pupils with severe learning difficulties and those with profound and multiple needs.

**Additional Information:** At Priory Woods, we aim to support all of our children and young people to achieve the best that they can through a varied, exciting, dynamic and challenging curriculum in a safe and stimulating environment, both within and outside of school. This is achieved with the dedication of a large school team as well as colleagues in other agencies. As an arts college, we focus on exploiting the arts in all its forms to provide opportunities to develop skills and enrich lives.

We recognise that we cannot succeed in our aims alone and value and respect ongoing cooperation with families and other agencies. Our school is a community where everyone is valued and respected, where we have a shared commitment to providing the best learning opportunities possible. We have the highest expectations and aspirations for all of our learners and continually seek to develop to ensure that these are realised.

Children in Lower School enjoy learning in lots of exciting ways. Following a common theme, learning is structured around the Early Years Foundation Stage model and is adapted to meet pupils' needs. Every minute of the day is an opportunity to learn, with a focus on play, outdoor learning, physical activities and visits into the community.

Pupils also benefit from our school focus on creative and performing arts, enjoying dance and drama, art and music. Most importantly, our children have fun!

## Severe Learning Difficulties (SLD)

**School Name:** Discovery Academy

**Provision:** Special School

**Offer:** Discovery Special Academy is a co-educational special academy for nursery and primary pupils (3 to 11 years) and will be taking in its first year 7 pupils in September 2022. Pupils are supported with severe learning difficulties (SLD) and may also have needs in more than one area such as a physical disability or sensory difficulties.



**Discovery**  
Primary Academy

### Additional Information:

All children who attend the setting have an Education and Health Care Plan (EHCP). To be admitted to the academy, the EHCP must identify a pupil's main presenting needs as severe learning difficulties, alongside any other communication difficulties, physical, sensory and medical needs.

We believe that a child's education is a partnership between parents, professionals, and academy staff, therefore we aim for regular, open and honest communication.

Curriculum provision at Discovery is dependent on the needs of the child. Therefore, we do not prescribe to one specific teaching approach, as what works for one child may not work for another. This means that we draw on a variety of approaches, including traditional teaching methods for those pupils who are able to access subject specific learning. This allows a holistic approach centred on personalised learning with developmental learning intentions drawn from a variety of sources including (but not limited to) Development Matters the National Curriculum Frameworks, the Autism Education Trust, Occupational Therapy programmes and Speech and Language interventions.

## Social, Emotional & Mental Health (SEMH)

**SEND Offer:** Holmwood School caters for pupils with social and emotional difficulties.

**Do children need to have a plan to attend?:** Yes

**Do children need a diagnosis to attend?:** No, however SEMH must be the Primary Need

**Where will they be educated:** Holmwood School is a 85 place special school. We offer a small group environment with specialist teaching.

**Other:** Holmwood is a primary school for children with a wide range of special needs. Holmwood School specialises in educating children with SEMH with co-associated needs e.g. moderate learning difficulties and can include autism. The pupils come from the whole of the Middlesbrough area and beyond which includes a wide social mix and an average ethnic representation. Holmwood School aims to provide an outstanding education for children with special needs.



## What About Schools Outside of Middlesbrough

Information relating to schools within our neighbouring Local Authorities can be found within the individual Local Offer websites or a link can be found on [Middlesbrough's Local Offer website](#).

There are no non-maintained or Independent Schools within Middlesbrough's boundaries. These schools are located with our neighbouring authorities, details of these schools can be found on [Education and Training section of our Local Offer website](#).

It is important to note that we would always try and ensure that a child's needs could be met in a Middlesbrough school setting before considering a place in a school in the independent or non-maintained sector.

## How will my child get to school?

As parents/carers the law states it is your responsibility to take your child to their educational setting.


The Local Authority can offer support in the form of travel and assistance following a transport assessment which can include:

- a) Promotion of independent travel – supporting the child (if able to do so) with a journey planner or working with the Local Authority who can provide Travel Training to assist them to travel independently.
- b) A Parental Travel Allowance based on 45p per mile to take your child to their educational setting.
- c) Transport to school via the Local Authorities bus or taxi arrangements.


It is important to note that school transport will not be arranged if you live less than a mile away from the school.

## The SEND Assessment and Review Team

The SEND Assessment and Review Team are responsible for naming the School in Section I of the Education, Health and Care Plan. They will be able to provide information, advice and guidance about a suitable placement for your child based on their assessed special educational needs. You can contact the team using the single point of contact information below.

Middlesbrough  
moving forward

**Inclusion, Assessment and Review team**  
**SEND Single Point of Contact (SPOC)**



Middlesbrough Council  
Middlesbrough House  
PO Box 500  
Middlesbrough  
TS1 9FT

Phone: (01642) 201831  
Email: [sen@middlesbrough.gov.uk](mailto:sen@middlesbrough.gov.uk)  
[www.middlesbrough.gov.uk/localoffer](http://www.middlesbrough.gov.uk/localoffer)

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If you would like more support with your child's transition or to discuss the different schools you can also talk to your current schools SENCO or contact the South Tees SENDIASS **on** 01642 300774 (Extension 225) or email [southteessendiass@barnardos.org.uk](mailto:southteessendiass@barnardos.org.uk)

## Middlesbrough Local Offer

Useful information for children and young people with special educational needs and disabilities (SEND) and their families.

### Who is it for?

- Children and young people with special educational needs and/or disabilities (SEND) from birth to 25 years
- Parents, carers and families
- Professionals



[www.middlesbrough.gov.uk/localoffer](http://www.middlesbrough.gov.uk/localoffer)



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The Local Offer is developed, monitored and reviewed with the help of young people, parents, carers and professionals.

The website will help you to find information as well as helping us to identify and commission services that Middlesbrough's young people with SEND need.

For more information on Middlesbrough's Local Offer, please visit



**[www.middlesbrough.gov.uk/localoffer](http://www.middlesbrough.gov.uk/localoffer)**

or call 01642 727 598

**Find information on:**

- Education and training
- Early years and childcare
- Health and wellbeing
- Leisure activities
- Transport
- Social care
- Support services
- Money and benefits
- Becoming an adult