

# SHIREMOOR PRIMARY SCHOOL SEND INFORMATION REPORT



## Shiremoor Primary School

### Special Educational Needs and Disabilities Information Report

Shiremoor Primary School is a fully inclusive school who ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally. Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

The school recognises that pupils with special educational needs and disabilities may fall into one or more of the following areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

We consult with pupils and their families on our local offer by:

- Having regular meetings with children and their families.
- Day to day discussions on anything new that has arisen.
- Introducing them to outside agencies they may not have heard about.
- Letting them know what is available for them and their children.

#### **Definition of Special Educational Needs in the SEND Code of Practice: 0 to 25**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

#### **Children have a learning difficulty if they:**

Have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

#### **Special educational provision means:**

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

## **Supporting Pupils with Special Educational Needs / Disabilities and Their Families**

The SENCO and class teachers will co-ordinate Special Needs identification, assessment and support. The SENCO will liaise closely with the class teachers and support staff, learning mentor and external agencies. In addition to day-to-day liaison, there will be scheduled strategy and review meetings. Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided. Children with special educational needs will often be supported in the classroom situation. The SENCO and class teachers will devise learning strategies to accommodate children of all needs and abilities and will liaise regularly. When individual children present behaviour untypical of their peers, the class teacher, following consultation with the SENCO, will discuss matters with parents and agree appropriate action plans. Where no improvement occurs, following a sustained period of intervention, or when the class teacher or SENCO have additional concerns, the help, support and advice of external agencies will be sought. Shiremoor Primary will endeavour to use its resources to provide appropriate support to children with special educational needs, thus enabling all children to obtain maximum benefit from the full school curriculum.

Children are likely to fall into the following categories:

- Those with learning difficulties.
- Those with visual or auditory impairment.
- Those with a physical disability.
- Those with social, emotional or mental health difficulties.

We will let families know about any concerns about a pupil's learning by:

- Daily chats with teachers before and after school
- Meetings with the SENCO
- School reports
- Discussions over the phone
- Formal meetings involving other agencies

When a pupil is identified as having special educational needs, we support their development and progress in a number of ways:

- Developing an Individual SEN Support Plan with targets reviewed termly
- In class with quality first teaching across all areas of the curriculum by the class teacher with appropriate strategies in place
- Developing small group support in class from class teacher/Teaching assistant.
- Give 1:1 support where necessary for children with SEND.
- Give 1:1 support in class from learning mentor as appropriate.
- Develop Small group/1:1 support as appropriate.

- Ensure access to learning through the appropriate scaffolding of tasks and activities.
- Provide specialist equipment or modified resources where necessary.
- Use visual support and hands on resources where necessary.
- Support with social interactions
- Implement specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.

**More specific interventions and programmes may include:**

- Reading and phonic/spelling programmes
- Speech and Language Therapy programmes
- Social skills and Nurture and Friendship groups
- Maths interventions
- Writing interventions
- Individual work programmes for pupils developing basic Literacy and Maths skills
- Dyslexia intervention programmes
- Personal medical care

**The other people / agencies and teams providing services to children with a special educational need / disability in school include:**

- Educational Psychology Service
- Language and Communication Team
- Speech and Language Team
- Occupational Therapy Service
- Dyslexia / Dyscalculia Referral Team
- Disability Team
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Assessment Team
- Silverdale ARP
- School Nurse
- REHLAC Team
- Mental Health hub
- Virtual Schools

## **Transition**

We will 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 the following support to pupils when they are leaving the school:

- Transition days for staff and pupils.
- Visits of new setting/school for parents and children.
- Parent / child meeting with new and existing staff.
- Parent and SENCO meeting involving any outside agencies that needs to be involved.
- Where possible new staff visit child in their existing setting

## **Inclusion**

The school does not prioritise on the grounds of ability. If a pupil has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum. The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs. We offer a wide range of extracurricular activities available to all pupils. We liaise fully with parents to ensure appropriate support is provided for pupils with SEND.

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

- Most classrooms and other rooms/offices are on the ground floor a year group would be moved to accommodate any child who could not access the upstairs room;
- All public-access rooms, including front entrance, toilets, library, and hall are on the ground floor, with no steps;
- A disabled toilet is available.
- The car park has a disabled bay

## **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Staff training includes:

- Whole School Autism Spectrum Disorder (ASD) training
- Whole school Memory Strategies training
- Early years Makaton training
- Read Write Inc Training
- Read Write Inc Fresh start

- Blast (boosting language, auditory skills & talking)
- Dyslexia programme
- Language and Communication programmes including Nursery, Reception and Key Stage One Narrative,
- Speech Therapy programmes
- Social programmes including Time to talk, social stories,
- Numicon

Mrs Irving is our fully qualified / trained Special Educational Needs Coordinator who provides advice and guidance to staff. She completed the National Award for SEN Coordination (NASENCO) through the University of Wolverhampton (2018)

### **Monitoring and Review Procedures**

A graduated approach to meeting Special Educational Needs and Disability The pupil's class teacher will:

- provide the SENCO with as much information as possible
- be responsible for meeting the pupil's special educational needs
- liaise with the SENCO, parents/carers and pupil to plan and implement an Individual Support Plan
- make sure that the support plan focuses on 2 or 3 short term measurable targets and strategies additional to or different from the normally differentiated curriculum
- review the ISP and the pupil's progress three times a year, with parents/carers/pupil.

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the teacher will:

- discuss the situation with parents/carers, pupil and SENCO
- collect any relevant information such as the current ISP, National Curriculum (NC) records, assessments, observations

#### **The SENCO will:**

- ensure that all staff in the school understand their responsibility to children with SEND and the school's approach to identifying and meeting SEND
- liaise with the parents and ensure that they are fully involved in every step of the SEND process
- monitor the effectiveness of interventions and targets
- liaise with any external agencies for advice
- devise with class teacher an ISP with targets and strategies
- co-ordinate the provision for pupils with SEND

- co-ordinate the gathering of information towards an application for statutory assessment for an EHCP

### **Pupil Involvement**

Pupils are involved in the target setting and review of their Support plan as appropriate for their age and maturity. Pupils with an EHCP are involved in their annual reviews in a manner appropriate to their maturity. All pupils will be given the opportunity to outline their own strengths and areas for development.

### **Staff**

The SENCO at Shiremoor Primary School is Mrs Irving/Mrs Williams.

A school based Learning Mentor (Miss Barnfather) provides dedicated support for emotional, social, behavioural needs, language and communication needs, nurturing as appropriate. Pupils are encouraged to seek her out if they have any concerns. Miss Barnfather monitors any issues of concern through monitoring CPOMS

It is part of all teaching assistants' role to support SEN and to lead intervention groups.

Staff are trained to administer medicines when appropriate. Medical action plans are in place for those pupils who require it.

### **Supporting Families**

The school works in partnership with families to help them support their children's learning outside of school. Families are also signposted to services / organisations through the Local Offer.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educationalneeds-and-disabilities-send>

The Governor responsible for SEND is Mr K Rogerson he can be contacted through the school office

<b>School entitlement offer to pupils with special educational needs or disabilities</b>	
	<b>Support available within school</b>
Communication and Interaction Needs: e.g. <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables.</li> <li>• Areas of low distraction for interventions.</li> <li>• Support / supervision at unstructured times of the day.</li> <li>• Social skills programme / support including strategies to enhance self-esteem.</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies / programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>• Planning, assessment and review.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Differentiated curriculum and resources.</li> <li>• Regular staff training in areas of SEN.</li> </ul>
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>• Differentiated curriculum and resources.</li> </ul>
<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• Small group programmes are used to improve social skills and help children deal more effectively with stressful situations.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• There is a nurture group at lunch times and break times to support pupils.</li> <li>• Information and support is available within school for behavioural, emotional and social needs.</li> <li>• The school employs a Lead Learning mentor to support children's social and emotional health</li> </ul>
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>• Support with personal care if and when needed.</li> </ul>



	<ul style="list-style-type: none"> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• All areas on the ground floor are wheelchair accessible.</li> <li>• The school has disabled toilets / facilities</li> </ul>
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### **Complaints**

There may be an occasion when parents/carers are unhappy or concerned about something that has occurred in school. At Shiremoor 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. If you have any concerns about your child's special educational needs or disability, their progress or the support they receive, we would ask that you come into school and discuss matters further with your child's class teacher and/or the SENCO. Complaints procedures are in place and can be accessed through our website.

We would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Further information**

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities. Other useful documents such as our Special Educational Needs and Accessibility Plan are also available on the school website. The school's self-evaluation process will look at teaching and learning for pupils with SEND. All school-related activities are evaluated in terms of inclusion of pupils with SEND. If you would like further information about what we offer at Shiremoor Primary then please contact the SENCO, Mrs Irving on: 0191 2524188

The LEA Local Offer is published on North Tyneside's website.

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>