

Percy Main Primary School



Special Educational Needs and / or Disabilities Information Report.

Introduction

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Percy Main Primary are a fully inclusive school who ensures 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. 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 SEN Code of Practice

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 slightly 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 in schools maintained by the LA, other than special schools in the area

(See Section 312, Education Act 1996)

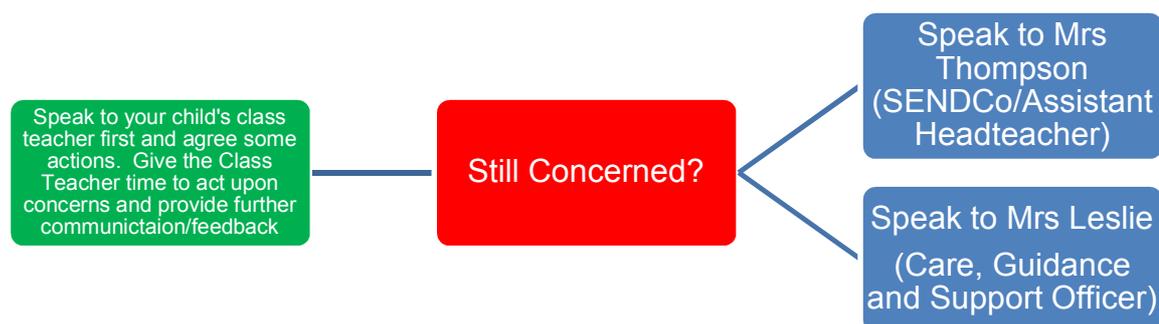
The broad areas of SEND need are:

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

Supporting Pupils With Special Educational Needs / Disabilities and Their Families

What support can school offer us as parents/carers?

If you have any concerns about your child's learning or any area of Special Educational Needs then the following people can be approached to discuss your concerns.



The Class Teacher:

The class teacher would be your first point of contact. The teacher will listen to your concerns, discuss how your child is doing in the class and arrange a time to discuss your concerns further with the schools SENDCo or Care, Guidance and Support Officer.

The school's SENDCo

If your child's class teacher is not available then an appointment can be made with the school's SENDCo to discuss your concerns. This can be done by speaking to the secretary at the main school office.

What should I do if I have spoken to the Class Teacher and the SENDCo and I still feel concerned?

If you still have concerns about your child's progress you should:

- arrange an appointment to see our Headteacher – Mrs Rachel Butler
- if you still feel concerned you can speak to our SEND Governor – Mr David Bavaird

The Headteacher – Mrs Rachel Butler

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCo for ensuring effective provision for children identified with SEND, but is still ultimately responsible for ensuring that your child's needs are fully met
- The Headteacher must make sure that the Governing body is kept up to date about issues relating to SEND

The SEND Governor – Mr David Bavaird

Responsible for:

- Making sure that the necessary support is given to any child who attends the school , who has SEND
- Making sure that effective policy is in place and carried out in practise to ensure your child receives the best possible provision while in the care of Percy Main Primary to ensure their needs are fully met

All of these people have your child's needs as their main priority and will do everything they can to ensure your child's needs are met and any concerns you have are addressed and looked into with speed and accuracy. They will also ensure you are:

- I. involved in supporting your child's learning at every point
- II. kept involved about the support your child is getting
- III. involved in reviewing how they are doing and planning future support

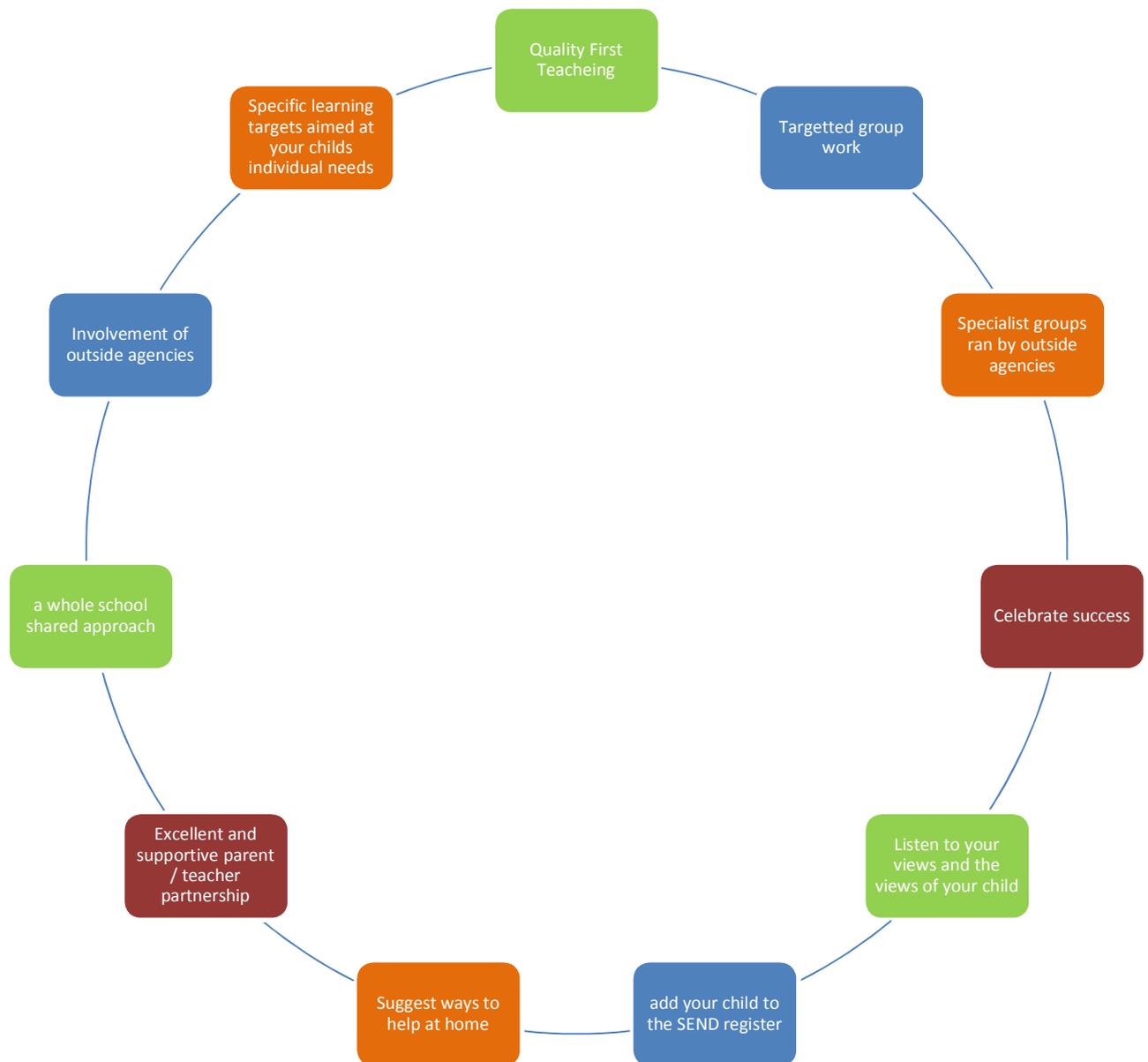
What support do we have for you as a parent of a child with SEND?

Percy Main Primary prides itself on having an open door policy. This means our staff are available to talk to you about any issues, needs or questions you may have at any time. If they cannot do this immediately then they will arrange a time which is convenient to both yourself and to them as soon as possible. Other ways we can support you are:



What are the different types of support available for children with SEND in our school and how can we support you as parents?

In our school we cater for children with a range of SEND needs from learning to physical difficulties to emotional difficulties. Because we are an inclusive school, we cater for all SEND needs. We plan support in response to the needs we have in school on a termly basis. Below are examples of some of the support we can offer:



We have no conclusive list of the types of support available; we are constantly responding to need within school to ensure all our children are provided with the best and most appropriate support for their identified needs. As a parent, you will be consulted at all times and at all points so that a joint, team approach to effective provision for your child is gained.

How will Percy Main Primary let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, or if the teacher identifies anything about your child that they feel affects their progress (social, emotional or learning based) the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Your child's class teacher will lead the meeting. The school's SENDCo may also attend. You can request for the SENDCo to be in attendance if this is your preference.

How will extra support be allocated to ensure your child makes progress in their learning and what are the different types of support available?

On a regular basis, the needs of all children identified with SEND within school is reviewed and looked at and the provision and support needed to ensure these children make progress is planned and mapped against need.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school and decide on the deployment of resources to ensure effective provision and good progress for SEND pupils. Resources can include materials, additional adult support or outside agency involvement for example.

Any support or additional resources allocated is reviewed regularly to ensure it is impacting on learning and progress and is still responsive to need.

At all points in the process you will be involved and your thoughts etc sought so that you are aware of everything that is planned for your child. The effectiveness of the support and the progress your child has made will also be discussed with you at regular points. If, at any point, you wish to discuss the support your child is receiving then contact your child's class teacher or the SENDCo.



There are 3 different levels of support available depending on the severity of your child's SEND needs. Most children's learning needs will be met through adjustments to the planning done by the class teacher for the whole class (effective differentiation) through quality first teaching, some by additional small group interventions and a few with access to specialist support.

Quality First Teaching

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class and is making the best possible progress. This may involve things like using more practical learning, using computer software, having a peer buddy, a visual timetable, sensory breaks, home/school link book etc.
- The teacher carefully checks on your child's progress and may decide that your child has gaps in their learning and needs some extra support to help them make the best possible progress.

Small group interventions

For your child this would mean:

- Your child receives intervention in the normal school day. An intervention is an additional programme that is delivered by a trained member of staff or outside agency which will help your child to make a better rate of progress.
- SENDCo and Class Teacher decide which intervention best meets the needs of your child e.g. Language, Reading, Writing, Maths, or Social/Emotional intervention. The range of interventions offered are planned in response to need.
- Your child receives small group or individual teaching for an agreed time and frequency each week for a set number of weeks. The success of the intervention is reviewed and shared.

Specialist Support

For your child this would mean:

- Specialist support from outside professionals e.g. Educational Psychologist or Speech and Language Therapist.
- The specialist professionals will work with your child to further understand their needs and make recommendations for adjustments to school practice.

How do we decide what extra support pupils receive?

The Class Teacher closely monitors the progress of children in their class. If your child is not making the expected rate of progress and/or is working below levels expected at their age then the following will happen each term:

- i) School leaders will meet to discuss all children and find the earliest opportunity to intervene
- ii) You can meet with your child's Class Teacher/SENDCo to share your views
- iii) We will speak to your child to get their views. This may not always be possible with very young children / children with delayed development.
- iv) SENDCo will co-ordinate further assessments to be carried out on your child to gain a better understanding about their strengths and barriers to learning
- v) Headteacher and SENDCo will decide what resources are available to help your child make better progress and if any further training/support is needed for staff
- vi) SENDCo will monitor and review this support

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

School Provision

- Whole school staff

Local Authority Provision delivered in school

- Educational Psychology Service (EPS)
- Sensory Service for Visually Impaired (Blind) or Hearing Impaired (Deaf)
- Parent Partnership Service
- Dyslexia / Dyscalculia Referral Service
- Language and Communication Team
- Silverdale Outreach Team
- Disability Team
- Early Help Assessment Team

Health Provision delivered in/out of school

- Speech and Language Therapy (SALT)
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child & Adolescent Mental Health Service (CAMHs)

What if these levels of support have been provided and my child is still not making good progress?

If your child is receiving specialist support then they will be entitled to additional review meetings. You will be invited to attend these meetings – they will happen at least yearly, but shorter reviews will be carried out at least termly, and can be made more frequent on your request. Professional services can be invited to these meetings so we can decide on the next steps we need to take.

School can submit a request to the LA for an Education, Health and Care Plan (EHCP) which must be supported with good evidence. If the assessment is successful, a legal process will set out the type and amount of support that will be provided for your child.

If the LA does not think your child needs this, they will ask the school to continue with the current level of support and set up a meeting to agree next steps.

For your child an EHCP would mean:

An agreed number of hours of individual/small group support will be provided. The additional adult may be used to support your child with whole class learning, to run individual/group interventions including your child or provide extra supervision.

Long and short term goals for your child are agreed and it will outline what strategies must be put in place to meet these targets.

A Medical and Care Plan will be written and adhered to within school if this is appropriate for the child.

Regular monitoring, advice and support by outside professionals

An Annual Review meeting will take place. Your views, your child's views, Headteacher, Class Teacher and other professional's views will be gathered and the outcomes of the meeting will be sent to the LA.

It may be appropriate for your child to access an alternative provision e.g. attending a school that specialises in Autism.

At all points in this process your views are the main driving force and your decisions are the ones that decide the next steps. The schools SENDCo will be available to meet with you, at any point in the process, either formally or informally, to discuss the process, the next steps or to support you with decision making. School can also put you in contact with the Parent Partnership team who can also support you in this process.

How will you support my child when they are leaving this school or moving on to another class?

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:

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. This means beginning the transition process when you feel it is right for your child.
- We will work with you in the planning of the transition and seek the advice of other professionals as necessary. If you are aware of any specific triggers or strategies that may benefit the new class teacher then please share them with us. These will be included in your child's records and shared with the new teacher/school.
- Your child will be supported in preparing for the transition by having the opportunity to learn new routines and recognise familiar faces.
- We will contact the school SENDCo/new Class Teacher and arrange a planning meeting to ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Staff Training

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes class specific, teacher specific and whole school training on SEND issues. Training needs are identified and addressed in response to the children we currently have to ensure all staff working with any child with SEND can effectively cater for their needs and provide effective provision and care.

Throughout the year, leaders, teachers and support staff will attend training courses delivered by the SENDCo or outside agencies to develop their expertise when teaching and supporting children with SEND and to ensure we are continually meeting the needs of all children in our care with SEND needs.

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.

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 Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Percy Main Primary then please contact the Special Educational Needs Coordinator on: **Mrs Kathryn Thompson 0191 200 6343**

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Condition • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources • Consideration given to a placement in KS1 or KS2 intervention class • THRIVE approach/interventions
<p>Cognition and Learning Needs:</p>	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy.

<p>e.g.</p> <ul style="list-style-type: none"> Moderate Learning Difficulties 	<ul style="list-style-type: none"> Provision to support access to the curriculum and to develop independent learning. Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. ICT is used to reduce barriers to learning where possible. Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. Planning, assessment and review. Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. Teaching resources are routinely evaluated to ensure they are accessible to all pupils. Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. Differentiated curriculum and resources Consideration given to a placement in KS1 or KS2 intervention class
<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> Behavioural needs Social need Mental health needs Emotional Health and Wellbeing 	<ul style="list-style-type: none"> The school ethos values all pupils. Behaviour management systems encourage pupils to make positive decisions about behavioural choices. The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. The school provides effective pastoral care for all pupils. Support and advice is sought from outside agencies to support pupils, where appropriate. Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. Outdoor learning is used to offer a different approach to the curriculum.

	<ul style="list-style-type: none"> • There is a nurture group at lunch times / break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs. • Consideration given to a placement in KS1 or KS2 intervention class • THRIVE approach/interventions
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • Consideration given to a placement in KS1 or KS2 intervention class • The school has disabled toilets / facilities

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school 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.

Note

Parents can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or sendiass@northtynesdie.gov.uk

Reviewed November 2018