



Percy Main Primary School

Special Educational Needs and / or Disabilities Information Report.

Percy Main 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.

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.

Percy Main 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 with additional needs 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.

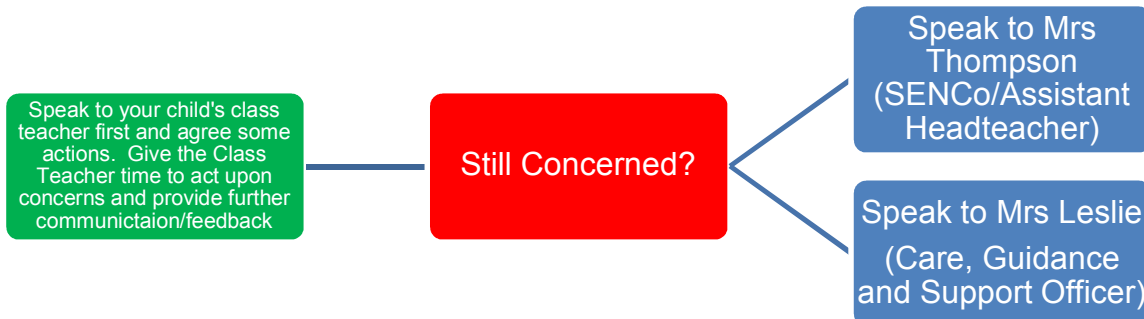
Children will be identified as having special educational needs if:

They are unable to

- Satisfactorily access the National Curriculum and/or
- Make satisfactory progress through the National Curriculum without additional teaching or support different to that normally provided.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

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 school's SENCo or Care, Guidance and Support Officer.

The school's SENCo

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

Care, Guidance and Support Officer

Mrs Leslie provides extra pastoral support, supporting children at Breakfast Club, lunchtimes and can provide 1:1 support for children on educational visits. Mrs Leslie also monitors attendance and supports families if issues arise, in addition to any other relevant signposting for parents.

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

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

- arrange an appointment to see our Acting Head of School– Mrs Kathryn Thompson
- if you still feel concerned you can speak to our SEND Governor – Mr David Bavaird

The Acting Head of School – Mrs Kathryn Thompson

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Acting Head of School will give responsibility to the SENCo 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 Acting Head of School 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:

- Involved in supporting your child's learning at every point
- Kept involved about the support your child is getting
- 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.

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

What are the different types of support available for children with SEND in Percy Main Primary?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building 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. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) may be in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children. This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

SEND code of Practice (June 2014) stage of support - SCHOOL SUPPORT means that your child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher will run these small group sessions using the teacher's plan or the intervention plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

SEND code of Practice (June 2014) stage of support - SEND SUPPORT means that your child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, the Dyslexia Referral Team (DRT), the Language and Communication Team (LCT) or the Occupational Therapy Team (OT)

For your child this would mean:

- Your child will have been identified by the class teacher/ SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist, Educational Psychologist or Dyslexia Referral Team specialist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g a social skills group
 - A group or individual work with outside professional.
- The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

SEND code of Practice (June 2014) stage of support – SPECIFIED INDIVIDUAL SUPPORT

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy (SALT) Service, the Dyslexia referral Team, the Language and communication Team or the Occupational Therapy Team

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and if they need more support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- EHC Plan will outline the desired outcomes from the support which is being put in place. It will have long and short term goals for your child.
- This may mean that an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and/or lifelong
- Need specialist individual support in order to make progress in their learning

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

Assessment

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and their progress is tracked.
- If your child is in Year 1 and above, but is not yet accessing the curriculum for Key Stage 1, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at SEND Support will have an IEP, SEND support plan which will be reviewed, every term and the plan for the next term made.
- Children who have been profiled for Thrive interventions will be re-profiled when appropriate and new action plans formed.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

How will we support your child when they are leaving this school? OR moving on to another class?

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.

If your child is moving child to another school:

- We will contact the school SENCO and 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.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All SEND Support Plans and IEPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

In Year 6:

- The SENCO and year 6 teachers meet with the SENCO of your child's secondary school to discuss the specific needs of your child. SEND Support Plans will be transferred to the new school before your child leaves Percy Main Primary.
- Secondary schools provide specialist session for students with SEND as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Staff Training

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

Staff training has included:

Whole school ADHD training

Whole School 5 point scale training (assisting children in understanding interactions and controlling their emotions)

Early years Makaton training

Read Write Inc Training

Lego Therapy

Nelli language intervention programme

Attachment training

Friends Resilience Training

Clicker 6 Training

Team Teach

In addition to the training above, Mrs Thompson has also completed a Postgraduate Certificate in teaching children with specific literacy difficulties and has a qualification in ASD. Mrs Thompson is also a licensed Thrive Practitioner.

Mrs Jan Leslie (Care, Guidance and Support Officer) is also a licensed Thrive Practitioner. Thrive approach is providing additional support for improving emotional and social development. A further 2 members of staff are currently completing Thrive training. A leaflet about Thrive can be found on the website.

Further Information

The Positive Behaviour Policy is regularly reviewed. There is a link to this policy on the school website.

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 School** then please contact the Special Educational Needs Coordinator on:

Kathryn Thompson – 0191 406 7113

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 The Hub• THRIVE approach/interventions
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none">• Moderate Learning Difficulties	<ul style="list-style-type: none">• Strategies to promote/develop literacy and numeracy.• 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.

	<ul style="list-style-type: none"> • 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
<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. • Support at lunch times / break times to support pupils.

	<ul style="list-style-type: none"> • Information and support is available within school for behavioural, emotional and social needs. • Consideration given to a placement in the Hub • 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. • 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 and carers are free to seek help or advice from anyone you choose. The Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS) will be able to identify an independent parental supporter. They will be able to help and support you

throughout the procedures and complete any parental advice if that would be helpful. The (SENDIASS) are responsible for coordinating this and can be contacted on Telephone: (0191) 643 8317 | (0191) 643 8313 Email: sendiass@northtyneside.gov.uk

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

North Tyneside Local Authority Local Offer

The local Authority is also required to publish it's Local Offer for child and young people with Special educational Needs and Disabilities. The information can be found by following this link:

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

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