

## **Carville Primary School SEN Information Report for Pupils with Special Educational Needs and / or Disabilities**

**Carville Primary School** is a fully inclusive mainstream primary school that ensures that all pupils achieve their potential regardless of any barriers to learning. This Information Report lets you understand how we support pupils with special educational needs and disabilities.

### **The kinds of special educational needs for which provision is made at Carville Primary school.**

We welcome and are able to offer provision for a range of educational needs and disabilities. This includes children with cognition and learning needs whether specific (such as dyslexic traits) or wider learning needs, physical difficulties, social and emotional difficulties and communication and language difficulties. Each child is unique and parents and carers are invited to contact Allan Qualters, the Special Educational Needs and Disabilities Coordinator (SENDCO) for further information about what we offer here at Carville Primary School Tel 0191 200 7236. All teachers aim to provide quality first teaching for all children including those with SEND via a planned differentiated curriculum. The SEND team provide a range of additional support to pupils at Carville as detailed below, the team consists of:-

Mr Qualters – SENDCO and Deputy Headteacher

Mrs Thomsen- EYFS lead

Miss Freed – Reception teacher and THRIVE practitioner

Miss Reay – Class teacher and Mental Health First Aid Champion

Mrs Drape – Teaching Assistant

Mrs Peddie – Teaching Assistant

Ms Burgen - Teaching Assistant

Mrs Laverick – Teaching Assistant

Mrs O’Neil-Brown – Teaching Assistant

Ms Embley – EMTAS teacher, providing regular timetabled support to children who have English as an additional language (EAL), some of which also have SEND needs.

### **Admissions**

For information on School Admissions, please see our website:

<https://www.carvilleprimary.co.uk/admissions>

### **Identifying Children with Special Educational Needs**

Identifying a child as having a Special Educational Need is not a simple process but is one in which Parents/Carers should be very closely involved. Prior to starting at Carville Primary, as much information as possible is gathered about the child from Parents/Carers, other professionals such as Speech and Language Therapy and information from the child’s previous setting. When visiting the school for the first time, parents / carers can ask to meet

the SENDCO to discuss any concerns or schedule a meeting prior to a pupils start date, this can also involve colleagues from the child's previous setting.

**Initial concerns** about a child's academic progress or other difficulties may be raised by a range of people including parents and carers, teachers or other professionals involved with the child. Concerned parents and carers are encouraged to speak to their child's teacher or to contact the SENDCO through the school office.

**Identifying the barriers to learning and child's strengths.** We work towards developing a full understanding of a child's strengths and additional needs to enable them to thrive in school. We aim to identify children's needs as soon as possible as we believe that early identification of needs is very important.

Assessment will include regular discussions with parents and carers and regular formative assessment strategies such as - classroom observation, reading, spelling and maths assessments, marking of work in line with school policy, etc. In EYFS staff screen pupils early to identify speech and language needs. Summative assessment data is gathered and tracked termly with parents / carers informed at parents evening and via the annual school report.

### **Provision for children with Special educational needs**

When a concern is raised that a pupil may have a special educational need via discussion with parents / carers, referrals may be required to additional services, this may include: Speech and Language Therapy, Educational Psychology, Language and Communication Team, Dyslexia Team, CAMHS, etc. Referral forms are completed and if specialists agree that action is required, then appointments are made to meet parent/carers and work with / assess the pupils in school.

### **Assessing and reviewing progress and evaluating the effectiveness of provision.**

**Class assessments.** Children's progress is assessed each term as part of quality first teaching. Further tracking assessments. Data is tracked for pupils with SEND and data meetings are held with Senior Leaders, SENDCO and Class teachers to ensure the correct provision is in place. Progress is enhanced by other assessments according to need for example individual reading and/or spelling assessments, tracking changes in behaviour via Thrive, using observational schedules, reviews by other professionals such as Speech and Language therapists, Language and Communication Team, Dyslexia Team, etc.

### **Reviewing SEND pupil's and SEND pupil group's progress.**

All pupils who require SEN support from outside agencies or identified additional support within school have an Individual Education Plan which is a series of bespoke targets for pupils to work towards to support them in overcoming any barriers to learning. These targets are evaluated and re-written termly and shared with parents / carers for discussion. They

are moderated and monitored by the SENDCO termly. More detailed SEND support plans are created for those children with more complex needs, with targets and strategies agreed and reviewed on a termly basis.

**National Curriculum Tests (SATS)** The overall progress of children with special educational needs is assessed at the end of each Key Stage through the use of SATs. Some pupils are disapplied from SATS as they would not be conducive to their learning or the assessment of their learning.

### **Education, Health and Care Plans**

Sometimes it is recognised that a pupil requires greater support than the school can initially provide. In these circumstances, the school can request for a statutory assessment to be undertaken which may lead to the pupil receiving an Education, Health and Care Plan (EHCP). At Carville Primary School, we work with parents / carers to gather their views on this through meetings and / or in writing at each stage of the process. We work with North Tyneside and Newcastle Local Authorities when following the EHCP assessment process. If an EHCP is required, it will be reviewed annually or every six months if a child is under five years of age. Reviews of EHCPs include gathering the views of parents, carers and children on 'Preparing for Adulthood' and 'Aspirations for the future.'

Carville Primary School follows the SEN code of practice 2014, which was last updated in April 2020

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Pupil Voice**

Pupils are invited to contribute and encouraged to comment on their progress toward targets. They also have opportunity to provide written reviews toward the annual reviews of their EHCP. Views can be collated in a number of ways to suit their means of communication, age and cognitive level (for example, through the use of symbols, video, writing, scribed and so on). If appropriate, pupils can attend the reviews in person. Pupil's views are also sought when planning transition arrangements to other schools to ensure a smooth transition as possible.

### **In the Classroom**

We support children with SEND in the classroom by:-

- Ensuring access to learning through the appropriate differentiation of tasks and activities
- Providing visual support and practical resources where appropriate
- Providing specialist equipment or modified resources where necessary

- Providing additional staffing which may be used flexibly to allow both Teacher and Teaching Assistant to work closely with an individual or small group
- For more information, see table below

### **Additional Support for Learning for Children with Special Educational Needs**

This may include:-

- Additional group and individual intervention which is pupil led according to need. Such support is arranged to meet good practice guidelines based on specific, evaluated evidence. Intervention has focused targets and is regularly reviewed and monitored. Adaptations are made where appropriate.
- Individual support plans are used to provide a holistic approach where children have complex or multiple needs
- Outside specialist led advice with school staff leading intervention. Referrals to specialist advisers from other agencies where appropriate for advice and support on implementing specifically tailored strategies and intervention programmes – for example, programmes devised by educational psychologists, dyslexia teachers or physiotherapists.
- Outside specialist referrals leading to specialist intervention provided in school. For example, Speech and Language Therapists or therapeutic counselling.

### **Special Educational Needs and Disabilities Coordinator (SENDCO)**

The SENDCO at Carville Primary School has a wide range of experience in working with children additional needs and is working toward the National Award for SEND Coordination.

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in Special Educational Needs. In addition, some staff develop further expertise by attending courses run by specialist agencies. Training has included: THRIVE, Understanding ADHD, Dyslexia, Understanding of ASD, the specialist teaching of children with Dyslexic tendencies, Phonics training for all staff – including using phonics interventions to support children with difficulties in reading and spelling, Language and Vocabulary training – including training in using specialist communication, training to support children with difficulties in maths, Mental Health First Aid and Psychological First Aid, as well as training to support children with Behavioural difficulties and difficulties related to adverse trauma.

The SENDCO and SEND team provide support, advice and guidance to staff on a regular basis. Where appropriate, the SENDCO and SEND team request support from specialist expertise as appropriate from outside agencies.

## **Equipment and Facilities**

We have a range of equipment and facilities to support children's needs in school. When necessary, we are able to source information about other equipment from specialist agencies.

## **Consulting Parents, Carers and Families**

We will let families know about any concerns regarding a child's learning and / or Social and Emotional Development. We will consult with them by:-

- Day to day discussions on anything new that has arisen, inviting parents in for informal chats or via telephone call
- The school works in partnership with families to support their child's learning outside of school
- Having regular meetings with children and their families with opportunities to discuss concerns and hopes for the future
- Meetings with SENDCO – Mr Allan Qualters
- Letting them know what is available for them and their children
- Introduction and signposting to outside agencies
- Coordinating formal meetings with outside agencies and specialist experts
- Target data
- School reports

## **Consulting with and Involving Pupils with SEND in School**

We believe that children thrive best when they are actively involved in their own learning. Depending on the age, maturity and cognitive level of the child, this can take many forms. For example, children are asked to reflect on their learning as part of the review of IEPs and EHCPs and as part of intervention groups. This may be in verbal, pictorial or written form. They are encouraged to express what they feel has been useful to them in terms of strategies and programmes and to describe what they feel is important to them in the future. Children join meetings with parents and professionals to be part of the reflective process and to celebrate their successes.

## **Outside Agencies**

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)
- Children and Young Peoples Service (CYPS)
- Early Help Assessment Team
- Primary Resource and Outreach (PRO)
- School Nurse

### **Transition to High School**

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
- Visits of new setting/school for parents and children
- Parent / child meeting with new and existing staff
- Parent and SENDCo meeting involving any outside agencies that need to be involved
- New staff visit child in their existing setting
- Multi-disciplinary meeting for pupils with EHCPs
- Sharing of pupil information where consent is given.

<b>School entitlement offer to pupils with special educational needs or disabilities</b>	
	<b>Support Available in School</b>
<p><b>Communication and Interaction Needs</b> e.g.</p> <ul style="list-style-type: none"> <li>• <b>Autistic Spectrum Disorders (ASD)</b></li> <li>• <b>Speech, Language and Communication Needs</b></li> <li>• <b>Social Communication difficulties</b></li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables, now and next boards used for individual pupils</li> <li>• Areas of low distraction</li> <li>• Makaton</li> <li>• Specific screeners applied in EYFS, e.g. communication toolbox</li> <li>• Specific interventions used in EYFS, e.g. BLAST</li> <li>• Additional support and supervision during unstructured times of the day</li> <li>• Social skills programmes / support including strategies to enhance self-esteem</li> <li>• Small group intervention to develop social skills such as listening and turn taking</li> <li>• ICT to support understanding e.g. communicate in print</li> <li>• Strategies / programmes to support speech and language development provided by Speech and Language Therapists and the Language and Communication Team</li> <li>• Plan, Do, Assess and Review – where appropriate using support, advice and guidance from specialists</li> <li>• Working with children, parents, carers and staff to develop and review plans and strategies based on the needs of children</li> <li>• Differentiated curriculum and resources and other adaptations to the learning environment and teaching styles</li> </ul>

<p>Cognition and Learning e.g. Moderate Learning Difficulties</p>	<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>• Specific intervention programmes are delivered following plans from outside agencies or by therapists themselves e.g. Dyslexia team</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>• Plan, Do, Assess, 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>• Working with children, parents, carers and staff to develop and review plans and strategies based on the needs of children</li> <li>• Differentiated curriculum and resources and other adaptations to the learning environment and teaching styles</li> </ul>
<p>Social, Emotional and Mental Health e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural Needs</li> </ul>	<ul style="list-style-type: none"> <li>• The school is an early adopter of Relationships and Health Education (RHE)</li> <li>• The school ethos values all pupils</li> </ul>

<ul style="list-style-type: none"> <li>• Social Needs</li> <li>• Mental Health Needs</li> <li>• Emotional Health and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>• The school has adopted the THRIVE approach with qualified practitioners in school to assess needs and deliver programmes</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices e.g. good to be green system</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions e.g. behaviour plans are created</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• The school provides effective pastoral care for all pupils</li> <li>• The school is part of a Local Authority scheme to develop the role of a Mental Health First Aid champion</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate e.e. Silverdale Outreach, Counselling Services, CAMHS</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations e.g. socially speaking group</li> <li>• Outdoor learning is used to offer an enriched approach to the curriculum e.g. forest school, residentials, Carville University</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> <li>• All children are listened to carefully by the adults in school. Concerns about bullying are fully investigated in a sympathetic way and issues dealt with</li> </ul>
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	<p>at a level approximate for the age, maturity and emotional development of the child</p> <ul style="list-style-type: none"> <li>• Strategies to reduce anxiety / promote emotional wellbeing</li> <li>• Advice may be sought from the Educational Psychology Service and recommendations followed</li> <li>• The school has an effective praise and reward system to promote positive behaviour.</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 e.g. EP, OT, Physiotherapists, CAMHS</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy</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>• Access to Medical Interventions</li> <li>• Support with personal care if and when needed and the schools nursing service to identify need and provide recommendations</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning</li> <li>• Staff understand and apply the medicine administration policy</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> </ul>

	<ul style="list-style-type: none"> <li>• All entrances to the school allow wheelchair access</li> <li>• The school has accessible toilets / facilities</li> <li>• The school is all on one level.</li> </ul>
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### **Evaluation of Effective Provision**

A timetabled plan of moderation and monitoring occurs over the year by the Senior Leadership Team and SENDCO. The SENDCO provides an annual development plan linked to the SEF. The Governing Body has an identified SEND Governor who the SENDCO reports to annually. The School Development Partner meets with the Headteacher termly and one aspect of the report is SEND provision, this is also reported to Governors. Ofsted will report on SEND provision with the most recent report stating Carville is an inclusive school.

<https://reports.ofsted.gov.uk/provider/21/108592>

**Concerns.** 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. The school governor responsible for Special Educational Needs is Elaine Robson and she can be contacted via the school office.

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.

### **Support Services and the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**

Please contact the SENDCO, Mr Qualters, for up to date contact details of support services. The Specialist Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to young people on all aspects of the SEN framework to help children, young people and their parents / carers play an active and informed role in their education.

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

Telephone : - 0191 643 8313

### **Local Offer**

Families are signposted to services / organisations through the local authority offer. You can access North Tyneside Council’s SEND Local Offer on:-

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

You can access Newcastle Upon Tyne's Local Offer on:-

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

### **Looked After Children with Special Educational Needs**

The designated teacher for Looked After Children is Mr Qualters. Looked After children's progress and well-being are monitored regularly by members of the Leadership Team. Team members work closely with Social Services, and carers and Personal Education Plans (PEPs) are completed termly

### **Further Information**

Policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities. For further information please visit our school website:-

Accessibility Plan:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_bd5c472547d049e5a186eab546f0512e.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_bd5c472547d049e5a186eab546f0512e.pdf)

Attendance Policy:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_1d5988a618234d71b271199d447b1c0c.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_1d5988a618234d71b271199d447b1c0c.pdf)

Behaviour for Learning Policy:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_61dd0e9c99ad445c82c49a27e6ef61af.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_61dd0e9c99ad445c82c49a27e6ef61af.pdf)

Equality and Diversity:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_62513c3c86b14f46b72855f52f3148e7.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_62513c3c86b14f46b72855f52f3148e7.pdf)

Safe to Learn / Anti-Bullying Policy:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_4791a57ceaa0477b9b79dc753a776870.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_4791a57ceaa0477b9b79dc753a776870.pdf)

Special Educational Needs and Inclusion Policy:

[https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66\\_79609f4b5bbc48d5a2327927669bbab4.pdf](https://210fb4e6-f967-41b6-a6f8-5ce4f7625b42.filesusr.com/ugd/c17d66_79609f4b5bbc48d5a2327927669bbab4.pdf)

The school's self-evaluation process looks at teaching and learning for pupils with special educational needs and disabilities and a SEND Development Plan is reviewed annually. All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

**Report Date: March 2021**

**Review Date: March 2022**