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

**Carville Primary School** is a fully inclusive school that ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

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.**

Carville Primary School is an inclusive 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 the Special Educational Needs and Disabilities Coordinator for further information about what we offer here at Carville Primary School Tel 0191 200 7236.

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

Identifying a child as having a Special Educational Need is not a simple process and we promise to involve parents and carers in this.

**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 difficulties and strengths and their 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 further discussions with parents and carers as well as other assessment strategies such as - classroom observation of behaviour, reading,

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spelling and maths assessments and/or advice from other professionals from outside school.

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

When a pupil is identified as having special educational needs, we support their development and progress by the following means: -

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

**Class assessments.** Children's progress is assessed each term as part of quality first classroom practice.

**Further tracking assessments.** Tracking of SEND pupils progress is enhanced by other assessments according to need for example individual reading and/or spelling assessments, tracking changes in behaviour using observational schedules, reviews by other professionals such as Speech and language therapists.

**Reviewing SEND pupil's and SEND pupil group's progress.** Progress of SEN pupils and the effectiveness of their provision is reviewed by the assessment manager and SENDCo and a termly document produced to consider adaptations required for individual pupils and to adapt interventions and practices to further support progress. Effectiveness of provisions is monitored using appropriate standardised or diagnostic assessment data

**Individual planning booklets.** (SEND support plans) are created for individuals with more complex needs with targets and strategies reviewed and adapted termly.

**National Curriculum Tests (SATs)** The overall progress of children with special educational needs is also assessed. The SENDCo provides a summary and action required for discussion with the Senior Leadership team following publication of national and local data for comparison in the Autumn term.

### **In the Classroom**

#### **We support children in the classroom by**

- Ensuring access to learning through the appropriate differentiation of tasks and activities.
- Providing visual support and hands on resources where appropriate.
- Providing specialist equipment or modified resources where necessary.
- Providing additional staffing. This may be used flexibly to enable both a TA and the class teacher to work more closely with the child.
- For more information, see the table below.

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## **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 research and/or good practice guidelines. Intervention has focused targets and is regularly reviewed and monitored. Adaptations are made where appropriate.
- **Individual Planning Booklets are used to provide a whole child approach for children with greater needs.**
- **Outside Specialist led advice with school staff providing Intervention.** Referral to specialist advisers from other agencies where appropriate for advice and support Implementing specifically tailored support strategies and intervention programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist
- **Outside Specialist referral leading to specialist intervention provided in school.** Such as a Speech and Language therapist carrying out a block of therapy in school.

## **Special Educational Needs and disabilities Co-ordinator (SENDCO)**

Our SENDCO has a wide range of experience in the area of special educational Needs and the following qualifications:-

National SENCo Award

Postgraduate certificate in special educational needs and inclusion

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. In addition, some staff develop further expertise in areas of need by attending courses run by specialist agencies. Training has included Understanding of Autistic Spectrum Condition, the specialist teaching of children with Dyslexic tendencies, reading and spelling interventions such as 'Read, write Inc' and 'Fresh Start', maths interventions such as 'Success at Arithmetic' and '1<sup>st</sup> Class at Number', Team Teach, Thrive and training related to Speech and Language Development.

Our Special Educational Needs & Disabilities Co-ordinator provides advice and guidance to staff.

Where necessary the SENCo and other staff request support and work closely with specialist expertise as appropriate from outside agencies.

### **Equipment and Facilities.**

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We have a range of equipment and facilities to support children's needs in school (see table). In addition we are able to source information about other equipment as required from specialist agencies.

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

We will let families know about any concerns about a pupil's learning and consult with them by:

- Daily chats with teachers before and after school
- Meetings with the SENDCo Mrs C Harrison-Hoggarth
- School reports
- Target data
- Discussions over the phone
- Formal meetings involving other agencies
- The school works in partnership with families to help them support their children's learning outside of school
- Having regular meetings with children and their families with opportunities to discuss their concerns and aims for the future
- Day to day discussions on anything new that has arisen in the play yard, informal drop- in sessions and telephone calls
- Introduction to outside agencies
- Letting them know what is available for them and their children

### **Consulting with and Involving Young People with Special Educational Needs in School.**

We believe that children thrive best when actively involved in their own learning. Depending on the age and maturity of the child and the nature of their needs this can take many forms. For example, children are asked to reflect on their learning as part of the review of individual plans 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**

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- **Occupational Therapy Service**
- **Dyslexia / Dyscalculia Referral Team**
- **Disability Team**
- **Child and Adolescent Mental Health Service (CAMHS)**
- **Early Help Assessment Team**
- **Primary Resource and Outreach (PRO)**
- **School Nurse**

### **Transition to Secondary 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.

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<b>School entitlement offer to pupils with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <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</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>• Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li><li>• Planning, assessment and review.</li><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></ul>
<p><b>Cognition and Learning Needs:</b></p> <p>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></ul>

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	<ul style="list-style-type: none"><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><b>Social, Mental and Emotional health</b></p> <p>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>• The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</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>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li></ul>

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	<ul style="list-style-type: none"><li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li><li>• Outdoor learning is used to offer a different approach to the curriculum.</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 at a level approximate for the age, maturity and emotional development of the child.</li></ul>
<p><b>Sensory and Physical Needs:</b></p> <p>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>• Access to Medical Interventions.</li><li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li><li>• Support with personal care if and when needed.</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>

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	<ul style="list-style-type: none"><li>• All entrances to the school allow wheelchair access.</li><li>• The school has disabled toilets / facilities.</li><li>• The school is all on one level.</li></ul>
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**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 Janet Beauman 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 our SENCo Mrs Harrison-Hoggarth for up to date contact details of support services.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to Young People and Parents/Carers of children with Special Education Needs.

They provide impartial and factual support on all aspects of the SEN framework to help Young People and Parents/Carers play an active and informed role in their child's or their own education.

Telephone: 0191 643 8313

### **Local Authority's Local Offer**

Families are signposted to services / organisations through the Local Authority Local Offer.

You can access the North Tyneside Council SEND Local offer on:

[http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p\\_subjectCategory=1618](http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618)

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### **Looked after children with Special Educational Needs.**

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.

### **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.

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