SEND Information Report

"Enjoying learning and growing together."



Respect



Persevere



Achieve

Coordinators:	SENDCO MA
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What is the purpose of the SEND Information report?	This document is intended to provide parents, carers and families with information on how the staff at West Denton primary School support pupils identified with a special educational needs or disability. The SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. They include details of: • The school's admission arrangements for pupils with SEN or disabilities • The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils and ensure equality for all • The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3) West Denton Primary School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise that all children may, at some point in their lives, experience a variety of difficulties. These difficulties may be short term or long term, and we aim to support each child in the best way we can, through working collaboratively with parents, carers and individual pupils. We recognise, and value, the need for a full range of educational and pastoral support. In addition to a fully qualified SENCO (Special Educational Needs Co-ordinator), we work very closely with a wide range of professionals from outside agencies. We work hard to prevent discrimination and inequality towards pupils with SEND. For further information, please see the following section on our website: West Denton Primary School - Equality, Diversity & Inclusion Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their pupil's SEN and/or disability. The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) officer is Sarah Francis. She can be contacted on 0191 211 6255 or by email: SENDIASSadmin@newcastle.gov.uk. There are several reasons why a child may be identified as having SEN: • They are having significant difficulty with their learning and making far less progress than would be expected • They have a specific learning difficulty, for example dyslexia • They have emotional or mental health difficulties • They have difficulties with social communication and interaction • They have sensory and/or physical needs, for example a hearing impairment The staff at West Denton Primary work collaboratively to ensure that any additional needs or difficulties are identified quickly and support is put in place as soon as possible in consultation with parents and carers whose knowledge and understanding of their child is vital in the identification process. For more information our accessibility plan – please see the following section of our website: West Denton Primary School - Policies
What does West Denton Primary School offer to all pupils with Special	We use pupil/parent friendly individual support plans (SEN Support Plans) which clearly state the pupil's area(s) of need under the four headings; • Communication and Interaction • Cognition and Learning • Social, emotional and Mental Health • Sensory/Physical

Educational Needs (SEN)?	This Special Educational Needs Support Plan holds the targets and the provision and resources to be implemented by staff to support the individual to meet his/her targets. • Provision using the Newcastle SEND Universally Available Guidance • We have a fully qualified SENCO and SENTA who can provide advice and guidance to staff • When necessary, we seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to • Support is offered to families, and they are signposted to services and organisations • which may offer appropriate support or advice via the Newcastle Local Offer • We work in partnership with parents and carers to meet the needs of individual pupils. • We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of individual plans • We deliver high-quality first teaching, scaffolding the curriculum and resources to meet the needs of individual pupils and to promote pupil progress • All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN • We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO and class teachers • Teaching Assistants and all support staff are placed where they are needed throughout the school to ensure pupil progress and independence • All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom • All school activities and trips are accessible to all our SEN pupils and managed to facilitate their needs. Transition • We offer support to all pupils and parents during all periods of transition • We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School, in-year transfers • We liaise closely with other schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to the next school is as smooth as possible.
	Four Areas of need
Communication and Interaction This may include; •Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN)	**Provision and Support** • Individual support during times of stress or anxiety (one-to-one support for individuals from SENTA • One-to-one support to carry out activities like Box Time/Special Time and other specific interventions • Social skills support through bespoke small group intervention • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Opportunity to communicate in various ways e.g. communication books like PECS, use of Makaton and Widgets • Small group or one-to-one support for developing pupils' speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Specialist advice from Newcastle Speech and Language Therapy Service for individual pupils

	• NELI (Nuffield Early Language Intervention) carried out in Reception class by trained members of staff • Resources to reduce anxiety and promote emotional well-being e.g. fidget toy, stress ball, ear defenders • Use of individualised reward systems to promote learning and enhance self-esteem • Social stories to help children to understand and manage different social situations • Whole class and individual visual timetables to ensure pupils understand what will happen and when • Use of 'Now and Next' boards to promote independence • Areas of low distraction (quieter rooms, individual workstations to reduce dysregulation and over stimulation • Advice and training from outside agencies and school to school support
Cognition and Learning This may include; •Learning Difficulties •Moderate – (MLD) •Severe - (SLD) •Profound and Multiple - (PMLD) •Specific Learning Difficulties •(Dyslexia, Dyscalculia, Dyspraxia)	**Provision and Support** • Strategies to promote and develop literacy and mathematical and phonics skills with increasing independence • Advice and guidance sought from SENDOS (Special Educational Needs Outreach Service) and the Newcastle EPS (Educational Psychology Service) plus educational advice from school bought private educational psychologist • Targeted small group support in class from the class teacher and teaching assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. one-to-one phonics interventions • Use of ICT where possible to reduce barriers to learning e.g. Mathletics, Times Tables Rock Stars, Doodle maths, English and spelling, Lexia and Nessy • Use of support materials and resources such as Numicon Rekinreks as part of the concrete, pictorial, abstract approach to maths teaching and learning • Provision of tabletop resources, such as, number lines and 100 squares, word banks, to promote independence and ensure that learning is multi-sensory and practical • Opportunities for repetition of key learning in afternoon sessions to develop working memory • Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Advice and training from outside agencies and school to school support.
Social, emotional and Mental Health This may include; •Social difficulties •Mental health conditions •Emotional difficulties	• Provision and Support • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, Inclusion Team, Stomping Ground) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. SEMH team recommendations, counselling service, key member of staff for support/ mentoring, family support practitioner Lego based therapy • Strategies to reduce anxiety e.g. 5point scale, Zone West Worker individual and small group support

	• Residential trips which help to develop social, emotional and behavioural resilience and promote independence • Support and additional preparation for examinations • Staff trained in positive handling • Young carers group • Resilience group for life skills • Advice / training from outside agencies.
Sensory and Physical This may include: •Hearing impairment (HI) •Visual impairment (VI) •Multi-sensory impairment •Physical disabilities	• Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils • Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs • Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school • Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring • scissors, therapy putty • We provide support with personal and intimate care, when needed • We make every effort to be as accessible as possible, for, disabled toilet facilities, adult changing station (See Accessibility Plan West Denton Primary School - Policies) • Our building is all on one level with ramps to the main entrances. • We have provided quiet and sensory spaces for children to have soft starts and to support any dysregulation during the school day. • We have a range of accessible furniture to provide for children. • We use organise our classrooms with ample floor space to allow for ease of mobility. • Understand and apply the medicine administration policy • Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • Additional handwriting support through targeted intervention programmes e.g. Teodorescu Handwriting Programme • One-to-one support for gross and fine motor skills in the classroom as and when required • Movement breaks for pupils with motor coordination difficulties as and when required • Alternative ways of recording ideas • Advice / training from outside agencies.