

Preston Grange Primary School SEND Information Sheet for Pupils with Special Educational Needs and / or Disabilities

Preston Grange Primary School is a fully inclusive school that ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally. Our school's 'SEND Information for Parents' lets you understand how we support pupils with Special Educational Needs and Disabilities through our local offer.

Pupil and parental views are important to our decision making process and are collected through:

- School council meetings.
- Feedback from families during SEN review meetings and annual review meetings.
- An 'open door' ethos where parents are able to approach school when they wish.
- Parental and pupil surveys.

Supporting children with Special Educational needs/ disabilities and their families

- Progress shared through parents' evenings in the Autumn and Spring terms. Also Summer term reports.
- Discussions with class teachers and other staff.
- Meetings throughout the school year with parents and other agencies.

Identifying children with Special Educational Needs/Disabilities

Identifying a child as having Special Educational Needs is not a simple process and we will endeavour to ensure that parents are consulted along the journey. Once a child has been identified with Special Educational Needs we will support them by:

- Identifying the area of need and discussing this with the child and parents.
- Providing Monitoring or Support plans to identify individual children's targets that are then shared with parents, children and school staff.
- High quality targeted teaching in the classroom.
- Carefully planned and assessed interventions within school.
- Termly reviews to identify progress and plan for next steps.
- Regular update meetings between staff.
- Requesting outside agency involvement where necessary.

Assessing and reviewing progress

If your child has been identified as having Special Educational Needs, then they will be placed on our SEND register. They will have a Support plan with individual targets which will be reviewed each term.

We use a range of assessments to gather information, including:

- Read, Write, Inc phonics assessments
- NFER assessments
- Hodder Reading assessment
- BAS reading assessments
- Sandwell Maths assessment

- HAST Spelling assessment

Supporting children within school with Special Educational Needs

At Preston Grange Primary School we have a skilled team who are committed to providing an inclusive learning environment. Staff within school have accessed many training opportunities to develop skills to best support the children within our school.

Mrs Gibson the SENCo is available to offer support to both staff and families to support children with SEND.

Within our school we offer:

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from SALT, DRT.
- Teachers work closely together sharing knowledge and expertise to support children.
- A Thrive Practitioner
- A reading recovery trained teacher
- Staff trained in Mental Health First Aid
- Teaching assistants trained in Elkan
- Higher level teaching assistants leading interventions.
- A specialist teaching assistant providing Dyslexia interventions.

External Specialist support

A collaborative approach to providing children with the best provision is important. We are able to access external support from the following services:

- Educational Psychology services
- Speech and Language Therapists
- CAHMS
- School Nurse
- Health visitor
- Language and Communication Team
- Occupational Therapists
- Dyslexia Team

Supporting children with transition

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 a transition meeting will take place with the new teacher.
- All support and monitoring plans will be shared with the new teacher.
- If your child would be helped by a transition book to support them understand moving on then it will be made for them.

In Year 6:

- The Year 6 teacher will meet with your child’s secondary school to discuss the specific needs of your child.
- Support and monitoring plans will be transferred to the new school.
- Secondary schools provide specialist sessions 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 and in some cases staff from the new school will visit your child in this school.

Supporting families

- The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Support and monitoring plans will be reviewed with yours and your child’s involvement each term.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child’s special educational need and / or disability on tel. 0345 2000 109

The local Authority is also required to publish its 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-educationalneeds-and-disabilities-send>

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School

Communication and Interaction Needs:

e.g.

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs
- Social communication difficulties

- 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.

School entitlement offer to pupils with special educational needs or disabilities

Support Available Within School

<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> Moderate Learning Difficulties 	<ul style="list-style-type: none"> The school has achieved the 'Dyslexia Friendly Schools Award' after a review by the North Tyneside Dyslexia Team. Strategies to promote/develop literacy and numeracy. School Support Plans and targets supporting basic skills in English and Maths. 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 school's 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.
---	---

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Social, Mental and Emotional health	<ul style="list-style-type: none"> The school ethos values all pupils.

<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 has a comprehensive curriculum which delivers social, mental and emotional health to all pupils. This is done in castles and can be done in mixed age groups or single year group sessions. ● Behaviour management systems encourage pupils to make positive decisions about behavioural choices. ● The school's behaviour policy (with includes bullying) 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. ● Learning mentor support for listening to views of children including those with SEND. ● Outdoor learning is used to offer a different approach to the curriculum. ● Information and support is available within school for behavioural, emotional and social needs.
---	--

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Sensory and Physical Needs: e.g.</p>	<ul style="list-style-type: none"> ● Support and advice is sought from outside agencies to support pupils, where appropriate.

<ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and medical needs 	<ul style="list-style-type: none"> ● 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 if appropriate. ● Staff understand and apply the medicine administration policy. ● All staff may complete any necessary training in order to offer advice and guidance to other staff or meet the needs of pupils. ● The school building is fully accessible to all including wheelchair users with ramps fitted where appropriate. ● The school has disabled toilets / facilities.
---	--

If you would like any further information about what we offer please contact Holly Gibson, SENCo (01913009190).

Reviewed: January 2022

Next review date: January 2023

Note

Parents and carers are free to seek help or advice from anyone they choose. Parents and carers are free to seek help or advice from anyone you choose about this process. 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 your 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