

# Waterville Primary School Information Report for Pupils with Special Educational Needs and / or Disabilities

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

Our SEND Information Report 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:

- Annual parent survey
- School council meeting
- SEN review meetings
- Parents meetings

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and intervention can be given at the earliest opportunity. At Waterville Primary School we consider the needs of the whole child, not just the area of SEND.

Children may be identified as having a special educational need through a variety of ways including:

- Response to day-to-day classroom work and routines.
- Concerns raised by parents/carers and family.
- Concerns raised by teacher and support staff.
- Analysis of performance data.
- Pupil Progress meetings between Teachers/Senior Leadership Team.
- Standardised screening and assessment tests.
- Liaison with external agencies e.g. Language and Communication, Speech and Language.
- Health diagnosis through paediatrician/doctor.
- Observations in classroom and/or playground.
- Observations of behavioural, emotional and social development.
- Liaison with nursery/previous setting.

The school recognises that children with special educational needs may fall into one of the following categories which is noted as the child's primary area of need. We acknowledge that, more often than not, children with special educational needs may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child.

## **Supporting Pupils With Special Educational Needs / Disabilities and Their Families**

We will let families know about any concerns about a pupil's learning by:

- Termly parents evenings
- One to one meetings throughout the school year with parents and other agencies

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

- Identifying the area of need
- Requesting outside agency involvement
- Regular update meetings between staff
- Review interventions half termly and amend where necessary

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Language Team
- Educational Psychology
- Speech and Language
- EMTAS
- Occupational Therapy

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:

- Transitional visits for parents and children
- Review meetings prior to transition
- Additional visits for children who will struggle with transition along with a familiar support

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.

### **Key Staff**

Miss Leanne Hyde is our Special Needs Co-ordinator (SENDCo) and leads on Inclusion at Waterville.

Waterville Primary also has a Communication Support Base for up to 10 pupils with a range of speech and language difficulties. Mrs Rebecca Burridge is our Communication Support Base Manager.

## **Staff Training and Qualifications**

Miss Hyde holds the Post Graduate Certificate in SEND Co-ordination (National Award in SEND Co-ordinators, NASC)

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

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff.

Our inclusion manager runs our Communication base and is fully trained in language and communication difficulties.

We have teaching assistants trained in delivering speech and language programmes and other specialist programmes.

## **Supporting Families**

The school works in partnership with families to help them support their children's learning outside of school.

## **Funding**

The school's SEN funding provides provision for children with Special Educational Needs.

Funding is used to support the following :

- Quality First teaching
- Whole school inclusive practice
- SENDCo role and additional support team
- Parent liason
- Work and support from external agencies e.g. Educational Psychologist, Dyslexia referral team
- Resources to support differentiation e.g. ICT equipment
- Provision mapping exercises
- Staff training

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

## 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.

If you would like further information about what we offer here at Waterville Primary School then please contact the Special Educational Needs Coordinator on: 0191 2006351.

Parents can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Tel No: 0191 6438317 / 6438313 who may be able to provide an independent parental supporter. SENDIASS can also put you in touch with the informal arrangements set up to help prevent or resolve any disagreements between you and the authority.

The North Tyneside Local Offer can be found at the following link:

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

<b>School entitlement offer to pupils with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<b>Communication and Interaction Needs:</b>  e.g. <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></ul>

	<ul style="list-style-type: none"> <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> <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 schools 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> <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>• There is a nurture group at lunch times / break times to support pupils.</li> <li>• Information and support is available within school for behavioural, emotional and social needs.</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> </ul>

	<ul style="list-style-type: none"><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><li>• All entrances to the school have ramps fitted to allow wheelchair access.</li><li>• A proportion of our classrooms have a sound field fitted.</li><li>• The school has disabled toilets / facilities</li></ul>
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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.