

New York Primary School



Special Educational Needs and / or Disabilities Report.

New York Primary School is a fully inclusive school who ensure that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer 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:

- **Having regular meetings with children and their families.**
- **Day to day discussions on anything new that has arisen.**
- **Introducing them to outside agencies they may not have heard about.**
- **Letting them know what is available for them and their children.**

Supporting Pupils with Special Educational Needs / Disabilities and Their Families

The SENCO and class teachers will co-ordinate Special Needs identification, assessment and support.

The SENCO will liaise closely with the class teachers and support staff, learning mentor and external agencies. In addition to day-to-day liaison, there will be scheduled strategy and review meetings.

Parents will be informed if their child has an identified special need and encouraged to discuss and support any additional teaching or educational programme provided. Children with special educational needs will often be supported in the classroom situation. The SENCO and class teachers will devise learning strategies to accommodate children of all needs and abilities and will liaise regularly.

When individual children present behaviour untypical of their peers, the class teacher, following consultation with the SENCO, will discuss matters with parents and agree appropriate action plans. Where no improvement occurs, following a

sustained period of intervention, or when the class teacher or SENCO have additional concerns, the help, support and advice of external agencies will be sought. New York Primary will endeavour to use its resources to provide appropriate support to children with special educational needs, thus enabling all children to obtain maximum benefit from the full school curriculum.

Children are likely to fall into the following categories:

- *Those with learning difficulties.
- *Those with visual or auditory impairment.
- *Those with a physical disability.
- *Those with social, emotional or mental health difficulties.

Children will be identified as having special educational needs if:

They are unable to

- *Satisfactorily access the National Curriculum and/or
- *Make satisfactory progress through the National Curriculum without additional teaching or support different to that normally provided.

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

- **Daily chats with teachers before and after school**
- **Meetings with the SENCO**
- **School reports**
- **Discussions over the phone**
- **Formal meetings involving other agencies**

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

- **Developing an Individual Education/Behaviour Plan (IEP/ IBP) with specific targets or SEN Support Plan.**
- **Developing small group support in class from class teacher/Teaching assistant.**
- **Give 1:1 support where necessary for children with SEND.**
- **Give 1:1 support in class from learning mentor as appropriate.**
- **Develop Small group/1:1 support as appropriate.**
- **Ensure access to learning through the appropriate differentiation of tasks and activities.**
- **Provide specialist equipment or modified resources where necessary.**
- **Use visual support and hands on resources where necessary.**

- **Implement specifically tailored support strategies and programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.**

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)**
- **Early Help Assessment Team**
- **Silverdale ARP**
- **School Nurse**

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 and pupils.**
- **Visits of new setting/school for parents and children.**
- **Parent / child meeting with new and existing staff.**
- **Parent and SENCO meeting involving any outside agencies that needs to be involved.**
- **New staff visit child in their existing setting.**

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

Staff Training

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

Recent training includes:

Whole School Autism Spectrum Disorder (ASD) training

Whole school ADHD training

Whole School 5 point scale training (assisting children in understanding interactions and controlling their emotions)

Whole school Memory Strategies training

Early years Makaton training

Read Write Inc Training

Read Write Inc Fresh start

Attachment training

Clicker 6 Training

Blast (boosting language, auditory skills & talking)

ELKLAN

TEACCH (Teaching children with ASD using the TEACCH approach)

Mrs Potter is our fully qualified / trained Special Educational Needs Coordinator who provides advice and guidance to staff.

She completed the National Award for SEN Coordination (NASC) through the University of Northumbria in November 2012, as well as being a fully trained SLE (Specialist Leader of Education) for New York Teaching school alliance, where she supports other schools with inclusion and SEND needs.

Mrs Potter leads an Inclusion team within school which includes staff from all key stages as well as organising local SEND meets as part of the teaching school.

She is part of the working group developing the SEND handbook for the Local authority.

The **Governor** with responsibility for SEND is **Mrs Rosemary Simpson**, who can be contacted by letter which can be left at the school office. This governor will involve any other body including LA support services and other organisations in meeting the needs of SEND children and in supporting the families of such pupils.

Supporting Families

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

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

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

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 **New York Primary School** then please contact the Special Educational Needs Coordinator on:

Jade Potter – 0191 2006338

School entitlement offer to pupils with special educational needs or disabilities

	Support Available Within School
Communication and Interaction Needs: e.g. <ul style="list-style-type: none">• Autistic Spectrum Disorders• Speech, Language and Communication Needs• Social communication difficulties	<ul style="list-style-type: none">• 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

	<p>develop and review plans based on the need of the pupil.</p> <ul style="list-style-type: none"> • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources • Sensory room
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • 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 schools 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
<p>Social, Mental and Emotional health</p>	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils

<p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<p>to make positive decisions about behavioural choices.</p> <ul style="list-style-type: none"> • The schools behaviour policy 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. • 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. • Sensory room
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • 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.

	<ul style="list-style-type: none">• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.• Staff understand and apply the medicine administration policy.• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.• All entrances to the school allow wheelchair access.• The school has disabled toilets / facilities.• The school is all on one level.
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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 the school office we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6434160 or sendiass@northtynesdie.gov.uk