



# **Mortimer Primary SEND Policy and Information Report 2023-2024**

Approved by:

Date:

Last reviewed on:

Next review due by:

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## 1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Mortimer Primary is a mainstream primary school in South Tyneside. We are committed to equality of opportunity and aim to provide full access to the National Curriculum for all pupils, including those with special educational needs.

We recognise that every teacher is a teacher of special/additional needs and disabilities. Our challenge is to recognise and then to support the needs of all pupils in our care.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

We recognise that some children have barriers to learning that mean they may have special needs and require particular action by the school. Teachers take account of these requirements and make provision where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

## 2. Legislation and guidance

All schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream

schools. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. **SEN Code of Practice**

The school recognises that children with special educational needs may have difficulties in all or some of the following 4 broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical and Medical Needs

#### **4. Roles and responsibilities**

##### **4.1 The SENDCO**

The school SENDCO is **Mrs Z Silvanus**.

Mrs Silvanus' main base is in the office at the front of school (near main Reception). Appointments can be made through the school office (telephone number **0191 455 4504**). She is happy to discuss the presenting needs of any pupil with their parent/carer. Mrs Silvanus is part of the school's Senior Leadership Team (SLT) and acts as the voice of inclusion in SLT meetings.

The SENDCO will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

##### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical and Medical Needs

### **5.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 5.3 Summary of Provision by Mortimer Primary School

All children and young people	<ul style="list-style-type: none"> <li>• Trained SENDCO with QTS who is part of the Senior Leadership Team.</li> <li>• SEND Policy, with provision and practice in place.</li> <li>• Accessibility Plan in line with Equality Act 2010.</li> <li>• Information on Inclusion and SEND provided to all parents/carers.</li> <li>• SEND Governor.</li> <li>• SEND Development Plan.</li> <li>• Inclusive ethos and curriculum.</li> <li>• Range of teaching strategies and learning opportunities. Range of ICT equipment.</li> <li>• Target setting and tracking process.</li> </ul>
Children and young people with additional needs (SEND)	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Assessment of: learning environment; grouping of children; teaching styles; curriculum materials; individual children's physical, sensory, and cognitive barriers; children's social and emotional needs and other relevant circumstances.</li> <li>• Additional and different provision such as individualised or small group teaching.</li> <li>• Increased use of ICT resources where appropriate.</li> <li>• Staff collaboration with specialists within the school and with outside agencies.</li> <li>• More detailed planning incorporating specialist information.</li> <li>• Increased classroom and small group support.</li> <li>• Environmental adaptations where appropriate.</li> </ul>
Statutory provision as specified in an Education Health and Care Plan (EHCP)	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Very detailed planning and tracking.</li> <li>• Individualised programmes in appropriate areas of the curriculum.</li> <li>• Arranging the provision specified in Part 3 of an EHC Plan.</li> <li>• Arranging the annual review of an EHC Plan and submitting recommendations to the LA.</li> </ul>

### 5.4 Consulting and involving pupils and parents

Parental involvement and input is an essential element in a child's education, as well as an important

part of the assessment, monitoring and reviewing process. We give parents/carers opportunities to play an active and valued role in their child's education and make them feel welcome. We will listen, act appropriately and arrange meetings to discuss ways in which they and the school can help their child.

When a teacher has a concern regarding the progress of a child the parents/carers will be contacted at the earliest opportunity. Parent/carer's views will be sought in the writing and implementing of SEND Pupil Profiles/Individual Support Plans. Outside agencies will not be involved without parental permission and parents/carers will be informed and given support during any assessment processes and any related decision-making process.

Parents/carers can consult with staff at parent's evenings and transition meetings and may be invited to attend at other appropriate times to discuss their children's progress. They will be invited to attend regular review meetings if necessary. They are welcome to ring the school to make an appointment to see the SENDCO at any time.

Parents/carers of children with an Education Health Care Plan will be 'involved in discussions and decisions about every aspect of their SEND, planning outcomes and making provision to meet those outcomes' as outlined in the Code of Practice 2015.

In our school we encourage our children to make a positive contribution by taking responsibility and making decisions. In lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets and in the form of high quality marking.

Pupils with additional needs are involved in their SEND provision through 'Pupil Voice' which contributes to the development of their SEND Pupil Profile/Individual Support Plan.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parent/carer's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions may be added to the pupil's records.

We will formally notify parents when it is decided that a pupil will receive SEND support and a SEND Pupil Profile/Individual Support Plan will be created.

## **5.5 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and knowledge of the pupil
- Their previous progress and attainment or presenting needs
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parent/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, typically termly.

The school's system for regularly observing, assessing and recording the progress of **all** pupils is used to identify those who are not progressing satisfactorily and who may have additional needs. Evidence of progress and attainment is taken from a variety of sources including; observations, work reviews, reading ages, baseline assessments, mid-year assessments, end of year assessments and SATs results.

Individual pupil progress is tracked termly for reading, writing and maths, using assessment data. Initially, pupils who are not making adequate progress, receive differentiated support within the class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. The pupil's needs will be provided for within the whole class planning framework.

Sometimes, groups of children are targeted to receive additional support in identified areas, e.g. maths, reading, writing, spelling, self-regulation and social skills. This is provided throughout the school by teachers and teaching assistants with expected outcomes discussed, agreed and planned for.

Continued lack of progress, despite differentiation, will trigger the involvement of the SENDCO. This frequently occurs as part of the review cycle but can happen at any time of the year, particularly as early identification is a key factor.

The class teacher, having consulted the parents/carers, consults the SENDCO, who may organise further assessments or observations if necessary. The results of these assessments, combined with further discussion with the class teacher and parents/carers, will determine whether the pupil needs further support or intervention strategies.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.6 Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to. We will agree with parents/carers which information will be shared.

We ensure early and timely planning for transfer to secondary school and other key transitions. We offer transition meetings for all pupils on the SEND register in Summer Term and any pupils transferring to our school at the earliest contact. Parent/carers are offered Transition meetings with their child's class teacher in Summer Term to discuss their child's transition into their next class/phase.



SENDCOs from other settings are invited to Review Meetings and EHCP Annual Reviews where appropriate. Secondary SENDCOs are always invited for pupils in Year 6 to ensure accurate and up to date sharing of information at the earliest opportunity. There is liaison between SENDCOs to exchange necessary information and documents.

Class teachers also meet with key Year 7 transition staff from the relevant schools to discuss and share information on all children. Additional small group visits to the secondary school may be arranged for identified pupils with SEND to supplement any universal transition arrangements.

Some pupils may also be referred to the Local Authority Emotional Resilience Team in their last term of primary school, who can offer additional transition support.

## 5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Type of SEN for which provision is made at the school	Type of support
Communication and Interaction	<p>This list is not exhaustive:</p> <ul style="list-style-type: none"> <li>● Use of SEND Pupil Profiles (pupils at Range 1) or Individual Support Plans (pupils at Range 2 and above) involving pupils, parents/carers and staff in the formulation, review and implementation of these documents.</li> <li>● Differentiated curriculum and resources</li> <li>● Visual timetables</li> <li>● Areas of low distraction</li> <li>● Support/supervision at unstructured times of the day.</li> <li>● Social skills programmes/support including strategies to enhance self-esteem.</li> <li>● Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.</li> <li>● ICT is used to reduce barriers to learning where possible.</li> <li>● Strategies/programmes to support speech and language development.</li> <li>● Strategies to reduce anxiety/promote emotional wellbeing.</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 SEND is monitored through the school's self-evaluation process.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEND.</li> <li>● Support staff are deployed where needed throughout the school to ensure pupil progress.</li> <li>● SENDCO who can provide advice and guidance to staff.</li> <li>● All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the SEND Local Offer.</li> <li>● Relevant staff training.</li> </ul>

<p>Cognition and Learning</p>	<p>This list is not exhaustive:</p> <ul style="list-style-type: none"> <li>● Use of SEND Pupil Profiles (pupils at Range 1) or Individual Support Plans (pupils at Range 2 and above) involving pupils, parents/carers and staff in the formulation, review and implementation of these documents.</li> <li>● Differentiated curriculum and resources.</li> <li>● Strategies to promote/develop key skills.</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 relevant 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 SEND is monitored through the school's self-evaluation process and termly Pupil Progress Reviews.</li> <li>● Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>● All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEND.</li> <li>● Support staff are deployed where needed throughout the school to ensure pupil progress.</li> <li>● SENDCO who can provide advice and guidance to staff.</li> <li>● All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom.</li> <li>● Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the SEND Local Offer.</li> </ul>
<p>Social, Emotional and Mental Health</p>	<p>This list is not exhaustive:</p> <ul style="list-style-type: none"> <li>● Use of SEND Pupil Profiles (pupils at Range 1) or Individual Support Plans (pupils at Range 2 and above) involving pupils, parents/carers and staff in the formulation, review and implementation of these documents.</li> <li>● The school ethos values all pupils.</li> <li>● Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.</li> <li>● Behaviour and other relevant policies are evaluated on a regular basis with a focus on the impact upon, and adjustments needed, for pupils with SEND.</li> <li>● Risk assessments are used to outline any risks and reflect on provision. Action is taken to increase the safety and inclusion of pupils in activities.</li> <li>● Positive Behaviour Plans are created where these would help support the pupil.</li> <li>● The school provides effective pastoral care for all pupils.</li> <li>● Designated decompression spaces available for pupils who require them.</li> <li>● Support staff are deployed where needed throughout the school to ensure pupil progress.</li> <li>● Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>● Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. These include the FRIENDS</li> </ul>

	<p>resilience programme and ELSA sessions for identified pupils led by our trained SEMH TA.</p> <ul style="list-style-type: none"> <li>• There is a Buddy System in place at lunch and break times to support vulnerable pupils.</li> <li>• Access to information and support is available within school for behavioural, emotional and social needs via key staff - Mrs Silvanus (SENDCO) Mrs Peacock (Mental Health Lead) &amp; Mrs Miller (SEMH TA).</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the SEND Local Offer.</li> </ul>
Sensory and/or Physical and Medical Needs	<p>This list is not exhaustive:</p> <ul style="list-style-type: none"> <li>• Use of SEND Pupil Profiles (pupils at Range 1) or Individual Support Plans (pupils at Range 2 and above) involving pupils, parents/carers and staff in the formulation, review and implementation of these documents.</li> <li>• Advice and guidance from the Local Authority's Sensory Impaired Services is sought and acted upon to ensure barriers to success are reduced.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Support staff are deployed where needed throughout the school to ensure pupil progress.</li> <li>• Medical advice, guidance and training is sought and acted upon to respond to pupils who have significant medical needs. Health Care Plans are in place and followed, where necessary.</li> <li>• Access to medical interventions.</li> <li>• Access to strategies/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>• Other relevant staff training.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.</li> <li>• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the SEND Local Offer.</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• The school has disabled toilets/facilities.</li> <li>• Adaptations to the environment made in accordance with advice from relevant professionals.</li> </ul>

## 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, regulation spaces.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, fiddle toys etc.

- Differentiating our teaching techniques, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing regulation breaks etc.

### **5.9 Additional support for learning**

The curriculum is differentiated to match tasks to individual needs, supported through SEND Pupil Profiles/Individual Support Plans. Teaching Assistants and qualified teachers support individual children and small groups on specific intervention targets and programmes; using a variety of teaching approaches catering for different learning styles. Maintaining high and realistic expectations for every individual is at the heart of our ethos and practice. Pupils with SEND are challenged appropriately to build on prior knowledge and make further progress.

We offer alternative means of accessing the delivery of the curriculum. Learning and recording with the use of specialist equipment and through ICT are regularly planned in response to review outcomes. Where the school and family feel a child would benefit from a curriculum adjustment, personalised timetable or specialist resource, the school strives to provide this. Regular tracking ensures the success of such adaptations are clearly evidenced and reviewed.

Utilising staff expertise, school resources and our environment, we are able to provide a range of levels of support and ensure that children are learning in an environment which is supportive for them as an individual. By means of 1:1 support, specific small group support and teaching, interventions and focus groups, children are able to follow an individual or differentiated timetable and curriculum where appropriate. At all times inclusion rather than exclusion is our aim and focus. We strive to ensure that all children feel happy and safe in our school and continue to make progress.

### **5.10 Expertise and training of staff**

Mrs Silvanus has over 19 years experience of primary teaching across all year groups. She has significant experience of teaching and supporting pupils with a range of complex needs. Mrs Silvanus has undertaken a wealth of training across the four areas of SEND need. This includes training on supporting children with Autism, emotional, behavioural and sensory processing difficulties and Dyslexia. She keeps up to date with further training in relation to supporting children with additional needs. She also attends regular SENDCO network meetings facilitated by the Local Authority.

Continuous Professional Development is actively encouraged by the Head Teacher at Mortimer Primary School. All staff keep up to date with training provided to meet the individual needs of the children they are working with.

### **5.11 Securing equipment and facilities**

The Head Teacher and Governors at Mortimer Primary School allocate a significant amount of the school budget to staffing to meet the needs of all of the children. In addition to class teachers and in class teaching assistants, there are members of staff employed for intervention.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs across school.

- The SEND budget is allocated for each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

- Pupil Premium was introduced in 2011 and is allocated to schools for pupils who are in receipt of free school meals (FSM) and who have been at any point in the last 6 years. Schools also receive funding for Looked After Children.
- The school can apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed the SEND notional budget for that pupil.
- The SENDCO holds a small budget for e.g. resources.
- During examinations SEND pupils may qualify for extra time, someone to scribe or read for them or have rest breaks.

### **5.12 Evaluating the effectiveness of SEND provision**

Monitoring the teaching and learning of children with SEND will be carried out on a termly basis by the SENDCO and SLT. The SENDCO will be involved in reviewing monitoring information on a termly basis and may make adjustments to the provision for individuals or groups of children, if appropriate. Inviting other professionals to share their expertise and assess or support children within school, develops opportunities for school staff to be advised and challenged on the provision we offer to children.

SEND Pupil Profiles/Individual Support Plans will be reviewed termly, although some pupils may need more frequent reviews. The Class Teacher will take the lead in the review process with the support of the SENDCO, where necessary. Parents and carers will be invited to contribute and will be consulted about any further action. Analysing how effective current provision for the child is will be a key focus of this review and adaptations, recommendations or requests for alternative resources and strategies may be made at this time by anyone participating in the review.

### **5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

As a school we are happy to discuss individual access requirements.

- Ramps provide access to the school.
- There is a disabled toilet.
- There are wide doors for access in and around the building.
- Corridors and classrooms have been carpeted to support children with hearing impairments.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Thurston.

All pupils are encouraged to take part in all aspects of school life, e.g. school councils, school plays and buddy programmes.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out and procedures are put in place to enable all children to participate. *However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.*

### **5.14 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Transition programmes (Nursery-Reception, KS1 – KS2, Year 6-Y7) are in place for all pupils, but are personalised and adapted, as necessary, for SEND pupils.
- All adults in school have training in Keeping Children Safe in Education (Safeguarding).
- Teaching staff have had training on supporting social, emotional and mental health needs and behavior.
- Daily routines and access arrangements for children can be personalised to overcome any individual barriers to learning that children may face.
- Referrals to the Healthy Minds Team, Lifecycle and Emotional Resilience Team can be made to offer further support and advice to pupils and their parents.

We have a zero tolerance approach to bullying.

### **5.15 Working with other agencies**

Mortimer Primary School works with many services, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEND needs and supporting their families. These include (This list is not exhaustive):

Educational Psychologist

Educational Psychology Service Specialist Teachers (Specific Learning Difficulties)

School Nurse (Reception upwards)/Health Visitor (Nursery pupils)

Speech and Language Therapists

Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS)

Occupational Therapy and Physiotherapy

Portage and Pre-School Service

Children's Services

Children and Young People's Service (CYPS)

Lifecycle

Primary Mental Health Workers (Life Cycle)

Healthy Minds Team

Education Mental Health Practitioners (Healthy Minds Team)

Emotional Resilience Team Officers

Emotional Resilience Team Bereavement Officer

Early Help Team

Attendance Team

Ashley Child Development Centre

Sue Hedley Nursery

Hedworthfield Language Unit  
Local Authority Inclusion Service  
Hearing Impairment Service and Teachers of the Deaf  
Visually Impaired Service and Qualified Teachers of the Visually Impaired  
Developmental Co-ordination Disorder Clinic (DCD)

### **5.16 Contact details for raising concerns**

Parents should contact their child's class teacher, in the first instance, to discuss any concerns. After this; contact can be made with the SENDCO and if necessary the Head Teacher.

### **5.17 Contact details of support services for parents of pupils with SEND**

The following agencies provide support for pupils with SEND:

#### **South Tyneside SEND Local Offer**

By law, the Local Authority has to publish the arrangements for SEND, setting out information about provision available for children and young people who have SEND, including those who do not have EHC plans. Further details are available in the Local Authority Local Offer at:

[www.southtyneside.info/sendlocaloffer](http://www.southtyneside.info/sendlocaloffer)

#### **SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)**

Parents can contact our local SENDIASS Service for impartial information, advice and support in relation to their child's SEND and/or disability:

Email – [sendiass@southtyneside.gov.uk](mailto:sendiass@southtyneside.gov.uk)

Phone – 0191 4246345

#### **IPSEA (Independent Provider of Special Education Advice)**

<https://www.ipsea.org.uk/>

#### **Educational Psychology Service**

Email – [eps@southtyneside.gov.uk](mailto:eps@southtyneside.gov.uk)

Phone – 0191 4246030

#### **The PLACE (Project for Looked After Children)**

Email – [theplace@southtyneside.gov.uk](mailto:theplace@southtyneside.gov.uk)

Phone – 0191 4273490

#### **CYPS (Children and Young People Services)**

Phone – 0191 5665500

#### **South Tyneside Lifecycle Primary Care Mental Health Service**



Phone - 0191 2832937

## Healthy Minds Team

[www.southtynesidelifecyclementalhealth.nhs.uk/healthy-minds-team/](http://www.southtynesidelifecyclementalhealth.nhs.uk/healthy-minds-team/)

### 5.18 Complaints about SEND provision

Parent/carers are encouraged to discuss any problems with the school immediately. In the first instance, with their child's class teacher and/or the SENDCO and then if necessary the Head Teacher - Mr Bennett. Any unresolved issues may then be escalated to the governor for SEND - Mrs Wann. Information regarding this is available from the school.

### 5.19 The local authority SEND local offer

By law, the Local Authority has to publish the arrangements for SEND, setting out information about provision available for children and young people who have SEND, including those who do not have EHC plans. Further details are available on the SEND Local Offer website:

<https://sendlocaloffer.southtyneside.gov.uk>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Head Teacher and governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints
- Personal, Social, Health and Economic Education (PSHE)