



## GENERAL INFORMATION AND INTRODUCTION.

Welcome to our SEND Information Report which is part of the South Tyneside Local Offer for learners with Special Educational Needs and disabilities. This Information report will conform with the legal duty to be published on the school website and updated annually. At Simonside School we are committed to working together with all members of our school community. The information report and local offer have been produced to serve the pupils and parents of our mainstream school.

Additional information is available via the school website in documents entitled: "An introduction to SEN at Simonside Primary School" and "Simonside Primary School SEN policy." We welcome your feedback and future involvement in the review so please contact any of the following people at school:

Mrs E. Lowe	SENCo
Mrs Gowing	SEN Governor
Mrs D. Scott	Head Teacher
Mrs R. Gibson	Inclusion Officer
Mrs H. Smith	HLTA SEN focus
Mrs D. Little	HLTA SEMH focus

If you think your child may have a Special Educational Need, please speak to their Class teacher in the first instance or contact Mrs Lowe, SENCo on 0191 48948315.

If you have any specific questions about South Tyneside Local Offer, please look at the council website on:

<http://www.southtyneside.gov.uk/article/8126/Special-educational-need>

## KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL.

Simonside Primary School is a mainstream setting. We pride ourselves on being an inclusive school, supporting learners with a range of needs. We use South Tyneside Ranges document to identify levels of support needed and children with Ranges 1 to 4ii have access to our wide and varied curriculum.

We are all committed to supporting all children, regardless of what their Special Educational Need or Disability might be. The Government defines a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significant greater difficulty in learning than the majority of others the same age.

Types of special educational needs and disabilities that are supported within our classrooms include:

General Learning Difficulties –children whose learning progresses at a slower pace

Speech and language difficulties

Behavioural difficulties

Dyslexia

Dyspraxia

Dyscalculia

Autistic spectrum disorder

Attention deficit disorder

Attention deficit hyperactivity disorder

Attachment disorder

Downs syndrome

Cerebral palsy

Social emotional and mental needs

other physical medical needs

The list is by no means exhaustive.

Each barrier to learning can be identified under 4 broad headings.

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

At Simonside Primary School we endeavour to ensure that every member of our school community, including pupils, parents, staff and visitors – feel safe and included. We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. It is expected that parents and visitors to our school support our inclusive environment and approach to learning.

Inclusion is a universal human right. The aim of inclusion is to welcome and celebrate all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and abolishing discrimination and intolerance.

Inclusion in schools describes the right of parents and children to access mainstream education alongside their peers. Inclusion is about providing equal opportunities for all children. This means that all groups have the same rights: · boys and girls · minority ethnic and faith groups, travellers, asylum seekers and refugees · children who need support to learn English as an additional language · children and with additional educational needs · gifted and talented children · children who are looked after by the local authority · children with disabilities · children with medical conditions · children from families under stress · children at risk of exclusion Sometimes children in these different groups may behave in ways that we find difficult to understand. In particular, children with additional needs and/ or disabilities can demonstrate different and even sometimes challenging behaviour. Our ethos supports all the children and families in overcoming these behaviours to achieve the education and access to the wider school learning that they deserve and are entitled to.



## INFORMATION ABOUT SCHOOL POLICY FOR THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN.

We aim for early identification of special needs. Our assessment begins as soon as a child starts our school. Identification occurs through:

Discussions with children's Nursery staff or for in Year transfers, discussion and analysis of paperwork sent from the previous school.

Assessing Reception children on entry data in the Early Years Foundation Stage and identify any areas of concern.

On-going formative assessments during day to day teaching and at key assessment points during the year.

Pupil progress reviews between Head or Assessment Co-ordinator and class teacher where teachers are held accountable for children making less progress than expected.

Staff meetings where teachers take responsibility for evaluating the effectiveness of the provision for children with SEN.

Concerns raised by parent or carer about their child's progress attitude or behaviour.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The SENCo will link the views of the learner, parent/carers and the teacher to identify the barrier to learning.

Parents or young people who think that their child or they have an SEN are able to discuss and share their concerns with teachers, SENCo or a member of the Senior Leadership Team. It is not necessary to wait until Parents' Evening for this. Meetings can be held at any point during the school year

Formalised assessments in the form of computerised screening for Dyslexia and other toolkits to make a formal diagnosis will be used as appropriate.

Monitoring of children with Sen is done through Pupil Progress meetings. Assessments are tracked through our tracking provider – OTrack. The discussions that come from these meetings are used to create an IEP for the children as part of the assess, plan, do, review process. Where targets are made, interventions are put in place and monitored, constant review of activities and progress of children mean changes can be made in a timely manner. The class teacher, SENCo and support staff are involved in these processes and feedback to the SLT and Governors. Where external agencies are involved, they are encouraged to share their knowledge to further support the process.

For some children we may want to seek advice from specialist support teams. In school we have access to services provided by South Tyneside, which are described on the Local Offer website.

Examples of these specialist services include, access to school nurse and speech and language therapists. We are able to access support from Outreach Services at Felgate Primary School and Hebburn Lakes Primary School.

Simonside School have also made arrangements to seek extra support from the Educational Psychologist Service

We also employ several Support Teachers who deliver interventions as well as an Inclusion Officer, all are able to support children who have behavioural and/or social, emotional and mental difficulties. Regular discussions occur between these key members of staff and class teachers, to ensure communication and awareness between all. A behaviour support lead completes the inclusion team, also on SMT she is an integral part of the team, modelling and offering support and guidance whenever needed.

Discussion and meetings between staff members convey information about the effectiveness of provision. Time set aside during Staff meetings, at least one per term to allow time for staff, support



### INFORMATION ABOUT THE SCHOOLS POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS WHETHER OR NOT PUPILS HAVE EHC PLANS.

and teaching staff to analyse how effective provision has been for the pupils with SEND. Adaptations can then be made in a timely manner to ensure that we review our practice. This supports the stage in the gradated approach of assess plan do and review, as detailed in the 2014 Send code of practice. The link Governor is active in her involvement in SEND monitoring, a yearly meeting provides an opportunity for challenge from an outside party to ensure that effectiveness is evaluated. Annually the SENCo provides a detailed report to the full governing body and will answer questions from the members.

Parents are informed when a formal screening or a visit from the EP is required. Meetings between the EP and parent with SENCo and Teacher are arranged. They are then informed of the result of this and the action that is required. Following an intervention assessment can be made and progress of the children are shared through face to face parent teacher consultations. Through a written report each year parents are made aware of the academic achievement of the child as well as the progress that they have made during the year.

More frequent communication is sometimes required, this is decided upon by the Head and the SENCo and acted upon as necessary, this may take the form of phone call, letter home or home school book. If extra face to face time is needed the SENCo has extra release time to ensure she can be available on a weekly basis.

When a child is identified as SEN a meeting is arranged to inform parents of this. There is an annual review of documentation of EHCP, where new targets are set. IEP's are shared with the Parent, targets are explained and suggestions on how parents can support the child are shared. We use Seesaw as a platform to share learning and keep regular contact with parents to support the communication between school and home. This is also used as a message sharing tool.

An open door policy is adopted, through which meeting parents will be made aware of the interventions given and are provided with guidance and help regarding the part that they can play in their child's education.

At Simonside Primary School we encourage children to be individual and celebrate the diversity of the school community. The school motto of 'believe to achieve' is our way to encourage the children to achieve to the best of their ability and to believe in themselves. Children learn and develop in different ways and have different strengths and areas that need encouraging and developing. Teachers and Support Staff recognise and celebrate this diversity for all children in our care. We deliver lessons that use different teaching styles, resources and differentiated work to cater for the complex needs of each individual. However, at some point of their school life many children do need extra help. Extra help in the classroom can be provided with resources, staffing, small group, intervention and extra scaffolding. Sometimes different curriculum tasks may be set, this is to engage the children in their own interests.

Quality first class teaching is the most important tool to ensure progress and success. In class we deliver an exciting and creative curriculum. This is alongside matching activities to the ability of each child and using learning materials to suit each child ensure that on a daily basis the majority of children make progress. Visual timetables, writing frames and positive behaviour reward system support SEND children on a daily basis in and out of the classroom.

If we feel that a child is attaining at a level which is lower than age-related expectations or if progress is slower than expected, it may be that in-class support may be needed, this is classed as Wave 1 intervention, a Wave 2 intervention would be used when barriers to learning continue to exist and Wave 3 intervention will be deployed specifically for the childrens' need.

Children who require extra support may receive an IEP or BIP, these are reviewed on a termly basis but may be more frequent for a BIP. Realistic objectives are set that are unique to that child, addressing their specific area of need. These are shared with the relevant parties. All members of staff are made aware of any difficulties that may arise for a child out of the classroom environment, for example a child who has behavioural difficulties, a specific diagnosis or a long term medical condition. Specific targets for children show an awareness of the children's gaps in learning and the provision can be put in to support this.

Throughout this document reference has been made to different support and interventions that we offer at Simonside. The list is not exhaustive and we are always adapting the provision and intervention to suit the needs of the class and individual children. Decisions are made as a result of meetings involving Head teacher, SENCO, Senior Leadership Teams, class teacher and the parent/carer. We will be advised by outside agencies who are specialist in different areas of SEND and will act upon the advice. At key points statutory assessments are carried out in school, the school follows closely the arrangements for SATs and phonic screening with regard to provision for SEND children and extra time and or adaption of resources are applied for on an individual need basis.

Children are supported with high quality teaching within the classroom, however at Simonside we value activities outside the classroom greatly. Therefore, the accessibility for all children is paramount. Children with hearing loss are supported with signing members of staff in extracurricular activities. We plan trips well in advance to ensure school trips and overnight residential can be fully inclusive. Lunchtime staff are informed of any children who need extra support for behaviour or need to have a specific routine, lunchtime staff are allocated specific children to support and interact with as necessary. Children who are vulnerable, have a specific member of staff to ensure their safety at the beginning and end of the school day. All our after school clubs are accessible and open to all children, we adapt activities, when necessary to ensure they are fully inclusive. All children are encouraged and extra staff can be employed as needed to support specific needs.

All children are well supported through the school's supportive ethos but sometimes this is not enough to address specific social, emotional and mental needs. If there are concerns with a pupil's social or emotional wellbeing then initially we will support with timetabled 1-1 support time with a skilled and experienced member of support staff, small group withdrawal focusing on circle time activities or combination of both. More formal routes are sometimes needed and the SENCo or Head will discuss this with parents/carers. Children's opinions and views are important to us and we encourage pupil voice through open door policy and school council. We work closely with Healthy Minds, to place referrals when needed to access timely support for children whose well-being is a cause for concern. Children are encouraged to take roles of responsibility around the school regardless of their SEND diagnosis or level.

Medical and personal care are treated on individual basis are treated as and when necessary, however vulnerable children may need personal care support and are withdrawn from class to support this. A washing machine and private toilet facilities support in this. Please refer to the school's medicine policy, available at school for information regarding the administration of medicines.

The learning mentor is active on a daily basis to improve attendance and punctuality.

The safety of the children is of paramount importance. Fences, electric doors and locked gates ensure that children in all areas of the school environment are safe. Additionally, fire alarms are sound and light warnings to support our hearing impaired children. Please ask for the school Health and safety policy for further information.



THE NAME AND CONTACT DETAILS OF THE SENCo.

Simonside Primary School SENCo.

Mrs Emma Lowe

Simonside Primary School

Glasgow Road

Jarrow

NE32 4AU

Email: [elowe@simonsideprimary.org](mailto:elowe@simonsideprimary.org)

Tel: 01914898315

Throughout the school year we access the following agencies to support SEND pupils in our school.

Educational Psychologists

Speech and Language Therapists

Children and Young People Services

Healthy Minds

Stronger Schools

Outreach support from Hebburn Lakes and Felgate Primary School.

Occupational Health

School Nurse

Hearing support services

Ethnic Minority and Traveller Achievement Service

Autistic Unit Staff



INFORMATION ABOUT THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND ABOUT HOW SPECIALIST EXPERTISE WILL BE SECURED.

Training sessions have been held for all staff relating to learning needs of ASD and administration of an Epi Pen, training for new staff will be sourced during the school year.

Staff have received support from Hebburn Lakes on behaviour management and further training will be given.

Future training needs in Emotional Health, Dyslexia and Behaviour are planned when needed during the year.

The school is active in approaching specialists to train and support individual or groups of teachers if we feel it would benefit the children in our care. Staff access the CPD available from the Local Authority.



INFORMATION ABOUT HOW EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATION NEEDS WILL BE SECURED.

Our school is a single level building with ramps for accessibility. There is car parking and toileting specifically adapted and provided for children and parents/carers and visitors. Alternative recording devices such as lap tops are provided when necessary. Writing tilts and sensory cushions are available to support SEND children in the classroom environment. A dyspraxia club uses a range of specialist equipment to support the movement of gross and fine motor skills. The equipment is assessed annually to ensure it is fit for purpose. Acting on advice from school nurse and from Educational Psychologist mean we purchase equipment as and when needed.



## THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS ABOUT AND INVOLVING SUCH PARENT IN THE EDUCATION OF THEIR CHILD.

Simonside school prides itself on its approachability. Parents are welcomed to make appointments in school at any point during the year to discuss their child. Appointments are sometimes necessary; however, staff are available daily for a chat if you have any queries. The head is available for telephone consultations if necessary.

For children with an EHCP an extra annual review will be held. Parents are invited to come into school to speak to the Educational Psychologist prior to a children's observation, these sessions are a time for parents to discuss how they think the child is progressing in school and any needs they think they have.

Parents are frequently contacted by staff to celebrate success and achievement as well as to raise concerns.

The learning mentor is available for the children to talk to on a one to one basis about their schooling. All staff are very approachable and children show that they feel confident in talking to the staff about their learning. The child's annual report offers children the opportunity to reflect on their learning, what was successful and what they found difficulty or challenging.

Some children complete a student passport; this is their opportunity to be involved in their learning journey. Children who are referred for an EHCP are encouraged to share their views by completing a short survey. This is regardless of the child's age and is completed with an adult who they feel comfortable with.

## ARRANGEMENTS MADE TO THE TREATMENT OF COMPLAINTS FROM PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS CONCERNING THE PROVISION MADE AT THE SCHOOL.

We would hope that concerns can be dealt with in a timely manner consulting all relevant parties to reach a solution before a formal complaint would be needed, this would be done through a parent contacting the SENCo or Head teacher and a meeting would be held with all relevant members of staff.

If no resolution was made concerns should follow a line of referral, involving the SEND link governor and then the full governing body.

When essential parents will be supported in taking concerns to the Local Education Authority and fully informed of procedures. Parent Partnership contact information would be shared, or can be found at the end of this document,

## CONTACT DETAILS OF SUPPORT SERVICE FOR THE PARENTS OF PUPILS WITH SEN.

Please contact school if a service you are interested in has not been signposted.

Useful contacts:

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details: Phone - 0191 424 6345 or email

Email - [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)

School Learning Mentor –Mrs Gibson

Phone - 0191 4898315

Email- [rgibson@simonsideprimary.org](mailto:rgibson@simonsideprimary.org)

School nurse-

Educational psychology service Phone- 0191 4268192

Pupil services – local authority SEN team Phone – 0191 4247707 Email - [sen@southtyneside.gov.uk](mailto:sen@southtyneside.gov.uk)

Speech and language department Phone – 0191 2832484

Children's occupational therapy Phone- 0191 4028067

Children's physiotherapy Phone – 0191 4028038

The Sensory Service (Hearing and Visual Impairment) Phone- 0191 426 8157 Email - [sensoryservice@southtyneside.gov.uk](mailto:sensoryservice@southtyneside.gov.uk)

Health visiting team Phone -0191 2831508

Pre-school & Portage Phone – 0191 4268144



## SCHOOL ARRANGEMENTS FOR SUPPORTING PUPILS WITH SEND IN TRANSFERRING BETWEEN PHASES OF EDUCATION.

Transition is a key part of all children's school life. There are different elements of transition.

Into Reception: all members of staff visit the setting of the nursery that different children come from, during this we are able to see the children in their familiar setting and discuss the child with their nursery teacher. We will attend any SEND meetings with the current nursery and parent during the summer months. The children come into school on 2 separate occasions to ensure that they are familiar with their new setting prior to the holidays. Children are given 'all about me sheets', this enhances their well-being at the start of the year. The children typically have a 2-week period of settling in, increasing the time of participation. When necessary children will be given longer.

Into new classes/Y2-3 – children have half day in their new classes to be ready for their new class. Staff meet to discuss each of the children. The SENCo will meet with each teacher to discuss the SEN needs of each child.

Into High School : children go to the feeder comprehensive to take part in transition lessons. Children with SEND are accompanied by a support member of staff familiar to them. An enhanced programme is in place for SEND children, including extra transition days are given for vulnerable children, where less children attend and more support staff are available. The comprehensive school SENCo and primary SENCo meet and discuss the children. The Year 6 teacher identifies children who they feel will need extra support and provides detailed information about the SEND children. School pays into the service level agreement to provide extra transition support for these children.



## INFORMATION ON WHERE THE LOCAL AUTHORITY LOCAL OFFER IS PUBLISHED.

South Tyneside has published their details of the Local Offer at the following website.

<http://www.southtyneside.gov.uk/article/8126/Special-educational-needs>

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and / or disability.

0191 424 6345 or email

Email - [SENDIASS@southtyneside.gov.uk](mailto:SENDIASS@southtyneside.gov.uk)