SEND Information Report





SEND Information:

This document aims to provide further information about our school provision, particularly for children with special education needs and/or disabilities (SEND) by:

- clarifying how the needs of a child will be identified
- outlining how the needs of a child can be met within our school or with the support of other professionals
- describing the process of identification, implementation and assessment, for children with SEND

We hope you find this information useful. If you have any further questions please do not hesitate to contact the school office: 0191 537 3373

Inclusion and SEND:

Mosaic Federation is committed to providing high quality education to all children, including those with Special Educational Needs:

We strongly believe that all children should be equally valued in our schools. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We will actively seek opportunities to include all learners in every element of school life.

Mosaic Federation is dedicated to achieving true inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We will develop strategies of intervention to close the learning gap for all children encountering difficulties.

What it looks like:



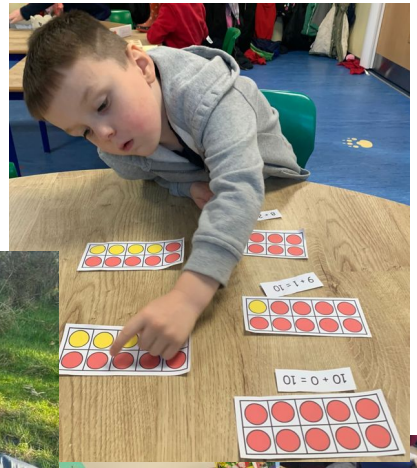




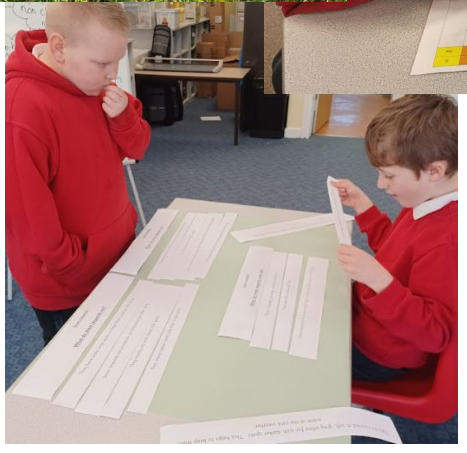








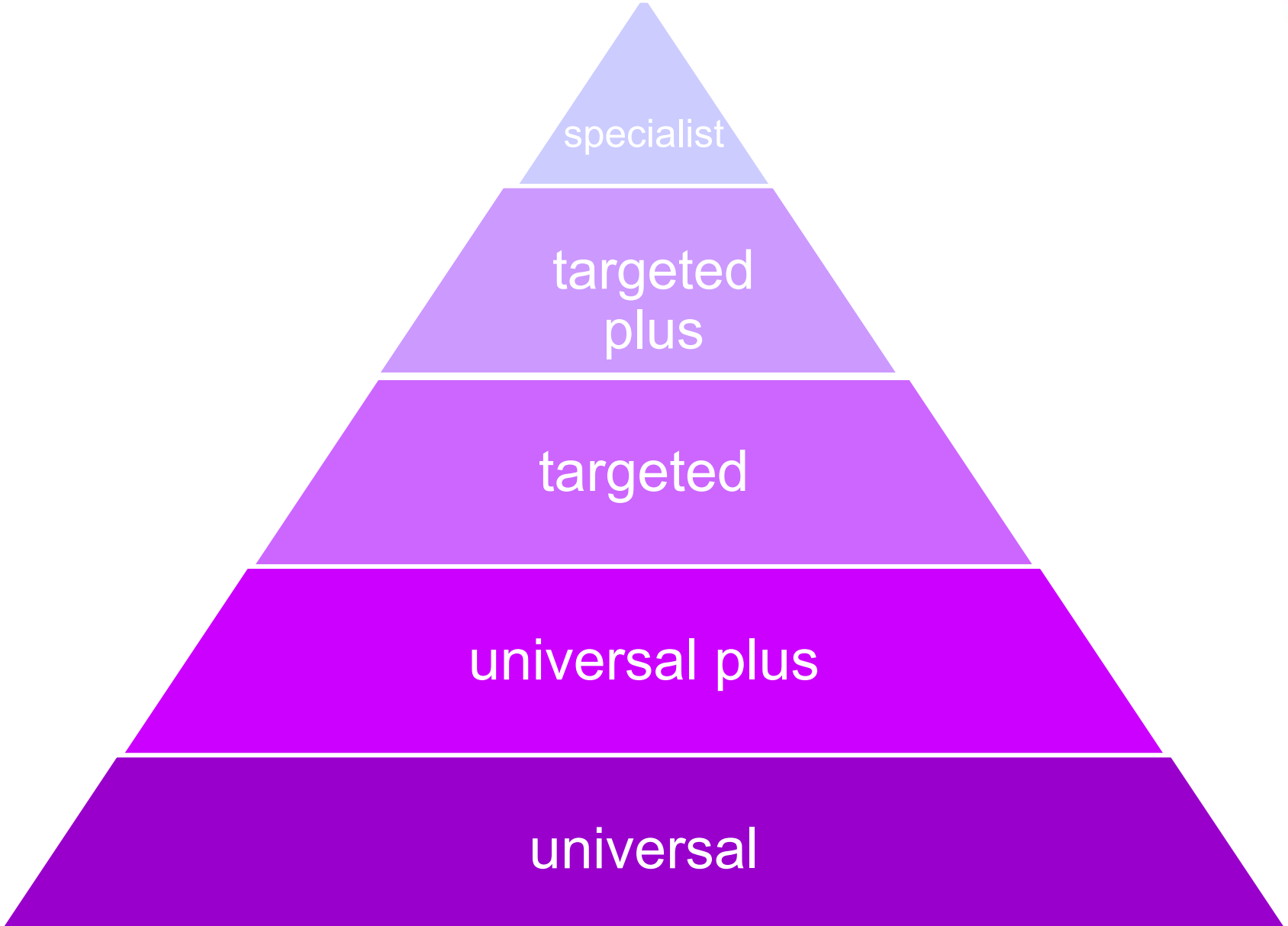








SEND Support: Tiers



Identification of Need

SPECIALIST - Learners present with severe, complex and enduring difficulties. They will require a personalised progress plan (PPP) including specific targets and highly individualised support including specialist assessment from outside agencies. This will be implemented by the class teacher and reviewed as part of the Assess, Plan, Do. Review cycle with the SENDCo and class teacher alongside parents.

TARGETED PLUS - Learners present with significant and persistent difficulties. They will require a personalised progress plan (PPP) including specific targets and resources. May require some support advice from outside agencies. This will be implemented by the class teacher and reviewed as part of the Assess, Plan, Do. Review cycle with the SENDCo and class teacher alongside parents.

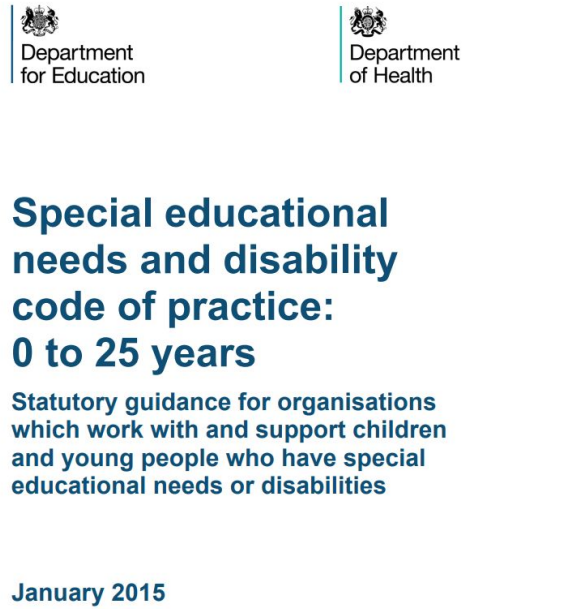
TARGETED- Learners present with ongoing and consistent differences in specific areas. They will require a personalised progress plan (PPP) including specific targets and resources. This will implemented and reviewed as part of the Assess, Plan, Do. Review cycle by the class teacher alongside parents.

UNIVERSAL PLUS - Learners present with emerging differences in specific areas. They will access longer term interventions. They will have consistent access to adaptations and resources to meet the specific needs. This will implemented and reviewed by the class teacher alongside parents.

UNIVERSAL - Learners are broadly in line with age related expectations . They access Quality First Teaching alongside adaptive teaching. Children may access short term intervention.

Areas of Need

Click the image to learn more:



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

For more information on the areas of need see the next slide.

Areas of Need: What They Mean

Cognition and Learning

- Children who have difficulties acquiring skills in reading, writing or maths.
- Children who have difficulty applying learning.
- Children who have difficulty retaining learning.
- Specific difficulties such as dyslexia and/or dyscalculia

Communication and Interaction

- Children who have difficulty with speech sounds
- Children who are unable to express themselves verbally
- Children who have difficulty understanding words/instructions
- This includes children with Autism

Social, Emotional and Mental Health

- Children who have difficulty expressing how they feel/understanding emotions
- Children experiencing anxiety
- Children who demonstrate challenging behaviour (possible risk of exclusion)
- Including children with ADHD/ADD/ODD

Sensory and/or Physical

- Children with visual impairment
- Children with hearing impairment
- Children with a diagnosed medical condition
- Children with a physical disability

School Provision

Cognition and Learning

- Lexia
- Fresh Start – RWInc
- Colourful Semantics
- Checklists
- Concrete Resources

Communication and Interaction

- ICAN
- Launch Pad to Literacy
- Now and Then Board
- Communication Cards
- Lego Therapy

Social, Emotional and Mental Health

- Drawing and Talking
- Fun Friends
- Mindfulness
- Pet Therapy
- Zones of Regulation

Sensory and/or Physical

- Sensory Diet
- Gross Motor intervention
- Five Day Fine Motor Plan
- Toilet Breaks
- Sensory Resources: cushions, ear defenders, resistance bands
- Adapted equipment: pencil grips, ergonomic pens, writing slopes , overlays
- Movement Breaks

Multi-agency Support











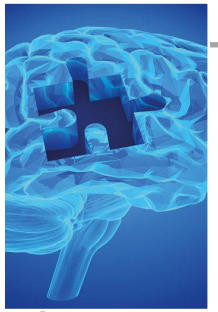
Multi-agency Support



Communication:
NHS Speech and Language
METIS
Toby Henderson Trust



Physical/Health
DCD
Occupational Therapy
School Nurse
Hearing Impaired Service
Visually Impaired ServIce



Well-Being
Educational Psychology
Healthy Minds
Lifecycles
Escape
Young Carers
Human Kind

*This is not an exhaustive list

Children with Disabilities

As described in the SEND Code of Practice 2015: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

We strive to support all of our children. When necessary, we will contact other agencies to seek advice and support to meet the needs of the individual and their family.

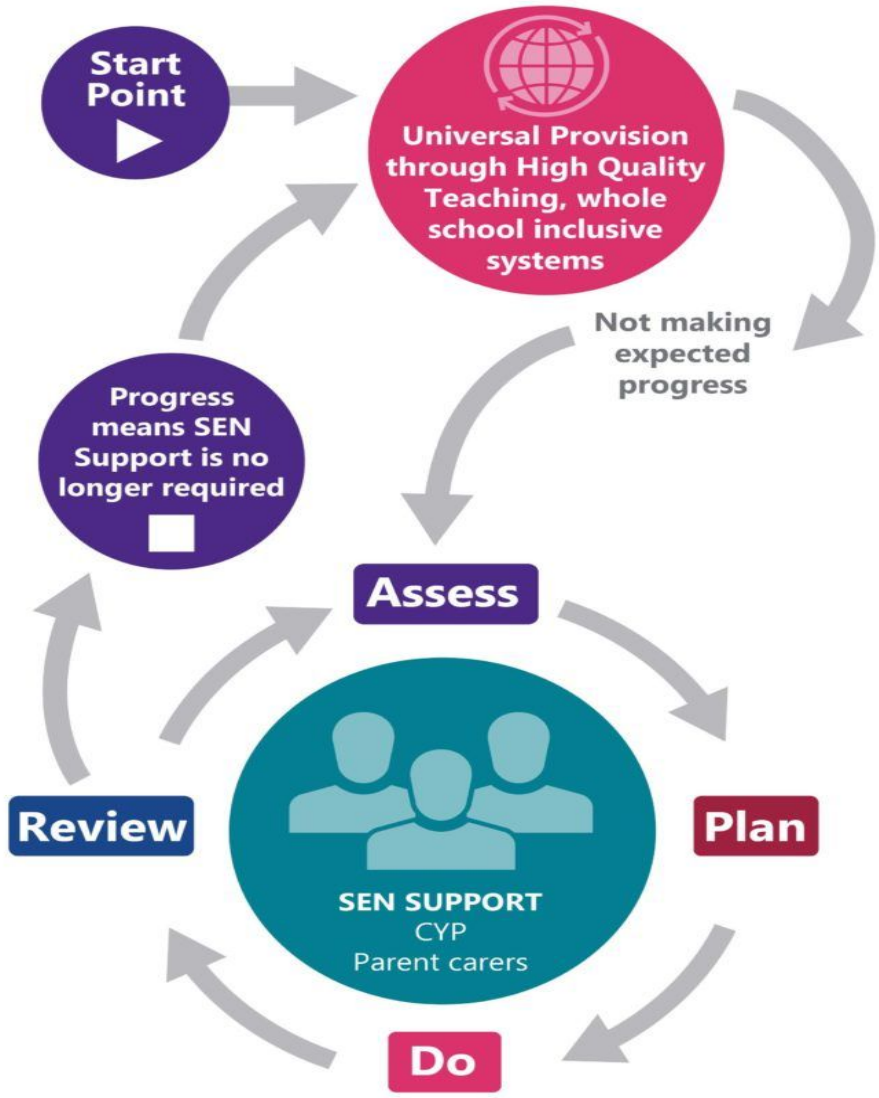
HEALTHY MINDS TEAM

NHS



South Tyneside Council

Cycle of Support



Assess: Track the impact of the strategies and resources to ensure they are meeting the needs of the individual child.

Plan: Set SMART targets based on the needs of the child. Plan strategies and resources that will be used to support the child.

Do: Implement the a personalised plan.

Review: Monitor the progress that the child is making. Consider if there are any unmet needs and if advice should be sought from outside agencies.

Contacts

Click here to learn more:

SEND LOCAL OFFER

If you feel your child may have additional needs please seek support.

	School Contacts	Staff Member
1	Class Teacher	Dependent on child
2	Senior Leader	Mrs Shepherd Mrs Dad Mrs Watson
3	SENDCo	Mrs Richardson
4	Head of School	Mrs Riches
5	Executive Headteacher	Mrs Jeynes

	Local Authority Role	Contact Person
1	Participation and Engagement Officer	Rebecca Phinn
2	SEND Officer	Steven Wright
3	Head of SEND and Inclusion	Andy Ritchie
4	SENDIASS	0191 424 6345

Further Information

- SEND and Inclusion Policy
- School entitlement/Provision
- Local Offer - https://sendlocaloffer.southtyneside.gov.uk/

* Complaints Procedure can be found in our SEND and Inclusion Policy