

Forest View Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

This SEND Information Report has been drawn up as a response and reference to:

- SCHEDULE 1 Regulation 51 of the Statutory Instruments 2014 No.1530 EDUCATION The Special Educational Needs and Disability Regulations 2014.
- South Tyneside Local Authority Offer (Local Offer) to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.
- This Information Report should be read in conjunction with the Forest View's Special Educational Needs and Disability Policy June 2021, Accessibility Plan, Complaints Policy and Equality Statement.

September 2025

FOREST VIEW PRIMARY SCHOOL SEND INFORMATION REPORT

The SEND Information Report is a statutory requirement and utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision the school is able to meet.

What is the Local Offer?

The LA Local Offer

- Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. These include services in:
 - education,
 - health
 - social care

Please follow our link to access further information regarding these services in South Tyneside.

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->

What is Forest View's school's offer

1 What kind of Special Educational Need is provided for at Forest View?

What are special educational needs (SEN) or a disability?

The SEND Code of Practice (2014) states: **Special Educational Needs:** A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational needs provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: 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, epilepsy, diabetes and cancer.

Forest View is a non-specialist, mainstream Local Authority school with provision for 3 – 11 year olds. Forest View Special Education Provision covers the four broad 'areas of need' as stated in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical Needs

These areas of need usually but not always fall within the SEND Range descriptors of 0 to 4i.

2 As a mainstream school with a Nursery what is Forest Views policy for identifying and assessing pupils with SEND?

We strive to support all children to enable them to achieve their full potential at school. In order to do this, many steps are taken to support them through their learning journey. For some children there are occasions when further additional support may be needed to help them to make the best possible progress in school.

Identification of a SEND - How does Forest View Primary School know if children need extra help?

At Forest View a Special Educational Need or concern is usually identified by the parent, child, the class teacher or another agency. This identification usually occurs through routine monitoring of a child's progress and development against age related expectations across one or more of the four areas of need. This includes both day to day observations, ongoing assessment and summative assessment at the end of a given period of time and intervention.

We know when pupils need help if:

- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- The child meets the criteria on the SEND ranges.

When this information shows that a child needs extra support additional to their normal learning and developmental opportunities there is a discussion with the SENDCo, the identifying adult and parents and action is agreed.

This action may:

- involve the class teacher/SENDCo organising extra support and interventions to address a specific need
- be identified in a 'Support Plan' drawn up by the class teacher and SENDCo in consultation with parents and if appropriate the pupil
- involve referring to an outside agency for advice and support.
- where it is felt that a child has significant, complex and life-long needs require a request for Statutory Assessment which can be made by the parent or school.

Assessing pupils with SEND

As part of the identification of an SEND, the process outlined above can involve school making judgements against:

- Age related expectations and developmental stages
- Ongoing and summative Teacher Assessment
- Observations made by all involved with the pupil
- Assessment information provided by outside agencies
- Statutory Assessment of a pupil's progress at the end of a key stage in their education.
- When appropriate, Statutory Assessment of an individual pupil with a view to receiving an EHC Plan

What is the structure for managing SEND and who are the best people in school to talk to about my child's difficulties/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for

- Ensuring that the school's SEND Policy is followed in their classroom and or all the pupils they teach with any additional need.

The SENDCo: Mrs V Thompson

Responsible for

- Developing and reviewing the school's SEND Policy
- Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- Ensuring that you are
 - I. Involved in supporting your child's learning.
 - II. Kept informed about the support your child is getting.
 - III. Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teacher: Mrs E Cook

Responsible for

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDco and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher will ensure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Natalie Heron

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Liaising with the SENDCo.

3 Information about the school's policies for making provision for pupils with a SEND.

A) How does the school evaluate the effectiveness of its provision for pupils with SEND?

Use of Data

The school monitors the progress of every pupil and sets school targets for improvement. The school performance data shows how groups of pupils perform. One of these groups is pupils with a SEND. School uses National Data to see how SEND pupils perform against other schools with similar characteristics and against the National Average of all other school. South Tyneside Local Authority also produces data which provides a useful benchmark on school performance.

School uses this data to identify any other barriers or underperforming groups within SEND pupils influencing the school's overall SEND performance such as gender, attendance, pupil premium, FSM. This information allows the school to identify where action can be taken to address underperformance.

The school Governing body regularly monitors the effectiveness of SEND Provision

Evaluation of interventions and assessment

School uses a range of interventions with various groups of pupils from Nursery to Year 6 for academic; speech, language and communication and emotional wellbeing.

For learning interventions, a starting and finishing assessment enables teachers and the SENDCo to see the effectiveness of the intervention. Class teachers and support staff are skilled at assessing which strategies, approaches and interventions are the most effective.

For emotional resilience a pupil questionnaire is used. Parents views are also sought about the effectiveness of the provision their child has received over a term.

Pupil voice is regularly collected regarding SEND provision and an annual questionnaire is used to ensure parent/carer voice and pupil voice is well represented.

Evaluations by external bodies and stakeholders (parents and pupils)

OFSTED and Local Authority Reports give the school a view of the effectiveness of its provision. Parental and Pupil Reviews also give the school feedback on its performance.

Additional training for staff

Evaluation of teaching and learning outcomes feeds into whole school CPD to address areas of weakness

B) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every child at Forest View Primary School is tracked from entry into our Nursery class until they leave at the end of year 6.

The school uses a variety of arrangements to assess children with a SEND. Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities co-ordinator (SENDCo) know as necessary.

School Assessment of pupils with SEND includes

- Differentiated ongoing and summative teacher assessment of targets set
- Age related expectations and developmental stages
- Observations made by all involved with the pupil
- Teaching staff meet termly with the Head Teacher, SLT and SENDCo to discuss pupil progress.
- Key stage pupil progress meetings are held regularly.
- Consideration/use of assessment information provided by outside agencies
- Statutory Assessment of a pupil's progress at the end of a key stage in their education.
- If appropriate, Statutory Assessment of an individual pupil with a view to receiving an EHC Plan

The Class Teacher is responsible for

- Writing pupil 'Support Plans' and sharing and reviewing these with parents at least once each term and planning for the next term.
- If a child has a support plan which identifies usually one to three targets these are reviewed termly in conjunction with the pupil and parent views. A termly review is held to monitor the progress against these targets and new targets are set.

The SENDCo is responsible for:

- Liaising with the headteacher, class teacher, support staff, other agencies and parents to discuss assessment information
- Determining what action/strategy to take following assessment
- Refer pupils with a SEND to other agencies for assessment and sharing the assessment information gathered, usually in an agency report with all concerned and act wherever possible on the assessment outcomes
- Organising managing and recording termly reviews
- Organising Annual Reviews with other agencies for pupils with an EHC Plan

How will my child's progress be measured?

- Your child's progress will be continually monitored by his/her class teacher, the SENDCo and the Head Teacher.
- At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Where necessary, children will have a support plan including targets set by outside agencies specific to their needs. These are designed to accelerate learning and narrow

any gaps. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The school holds interim reviews in between the Annual Review or at the request of parents.
- The SENDCo will also check that your child is making good progress within any individual work and in any groups they take part in.
- Regular book scrutinies and lesson observations will be carried out by the Head Teacher, Deputy Head Teacher, SENDCo, other members of the Senior Management Team and subject co-ordinators to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will I know how my child is doing?

At Forest View Primary School we have an 'open door' policy which means any parents can request an appointment at any time via the school office if they wish to discuss their child's progress.

- You will be able to discuss your child's progress at Parents' Evening.
- Your child's support plan will give you some information about how your child is achieving and progressing.
- If your child has an Early Help Plan, meetings are held every six weeks or more often according to need and circumstances.
- EHCP are usually reviewed annually but these reviews take place 6 monthly for under 5's.

How will you help me support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENDCo can support you also and may have strategies you can use.
- If outside agencies have been involved with your child they often provide recommendations for both home and school.

C) What is the school's approach to teaching pupil's with SEND?

The school is committed to supporting pupils to achieve the very best they can using its own expertise and resources and seeking the support of other agencies as necessary to supplement this.

The school's approach to teaching pupils with SEND is, wherever possible, through:

- whole school approach which facilitates differentiation and tailored input (e.g. phonics strategy)
- mainly classroom based teaching with 'quality first teaching'.
- Some specific 1:1 and small group intervention groups run in the extended teaching areas target specific needs.
- Multi-sensory approaches using consistent visual teaching aids and practical resources
- Opportunities for overlearning, revisiting and practising
- Individualised learning plans through a pupil support plan.

Supporting a pupil with SEND –

- Each pupil's educational provision will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and English skills, etc., then the pupil will be placed in a small intervention group. The length of time of this intervention will vary according to need, but will be reviewed to find out if it has had impact and decide the next steps. Intervention which may take place in the classroom, break out space, intervention room and may be delivered by a teacher, HLTA or teaching assistant.
- Pupils will be asked for their views and opinions during/following the intervention.

Use of a Pupil Support Plan /Behaviour support plan

A support plan and or a behaviour support plan may be written and agreed by the teacher, parents and pupil. This will consist of two or three manageable targets for the child. These are reviewed termly and monitored by the SENDCo/ Headteacher.

Seeking Specialist Advice – Outside Agencies

A pupil may need more expert support from an outside agency. The school or parent can make a referral. The school will support the agency practitioners involved as necessary and integrate recommendations from the agency into the pupil's learning plan.

EHC Plan or Care Plan

Sometimes following the advice of an Educational Psychologist it is necessary for the parent and or school to submit a SEND referral to the Local Authority for consideration of an EHC Plan. The school is committed to establishing provision outlined in an EHC Plan and contributing to the monitoring of this provision. Similarly, on the advice of medical professionals it is necessary for the school to follow a 'Care Plan' for a child with specific medical needs.

D) How does the school adapt the curriculum and learning environment for pupils with SEND?

The class teacher will make sure that your child can access an appropriate curriculum at their level by:

- Making the curriculum fun, interesting and engaging
- Having a flexible knowledge of the curriculum including the curriculum below and above what is expected for your child's age so that they can differentiate your child's learning
- Having high expectations for your child and all the pupils in their class.
- Teaching a curriculum that builds on what your child already knows, can do and can understand.
- Using different ways of teaching, so that your child is fully involved in learning. This may involve things like using more practical learning.
- Carefully checking your child's progress to identify and address any gaps in their understanding/learning
- Selecting, when appropriate, specialist equipment to make classroom life easier, such as concentration cushions, tangle toys, writing aids and some pupils have laptops for personal use.

E) What additional support for learning and development is available to pupils with SEND?

In school support

The school has looked carefully at its approaches to the teaching of phonics and writing and has invested in an approach which facilitates differentiation allowing pupils different levels of access.

Additional support for pupils' with a SEND in school is usually provided by the class teaching assistant; this can be general or specific.

General is usually an increased level of oversight and interaction within the classroom for literacy and numeracy.

Specifically this can be 1:1 or small group work in a specific area of the curriculum (sometimes through an intervention) or related to a specific target on a pupil support plan.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the parent, SENDCo, Head Teacher and class teacher. Some decisions are informed by advice from outside agency recommendations and termly tracking of pupil progress

When a pupil's SEND has been identified by the SENDCo/class teacher as no longer being completely met by school, the school will, with parents' permission, seek specialist support from the services of outside agencies. A referral is made to the relevant agency.

Support from the Educational Psychology Service

An important external contributor to the school team is the school's Educational Psychologist. On referral they work directly with pupils whose needs are quite considerable and have not responded well to the interventions put in place for them. The psychologist will talk to parents prior to and give feedback after assessing the child. The psychologist will offer advice to the school and to parents/carers on how best to support the pupil in order to take learning forward.

Support from other outside agencies

To initiate this process parents are asked to give permission for the school to refer their child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations to parents and school as to the ways your child is given support.

Additional support and expertise available through Specialist Services

The school has close links with local educational, health and social care services who provide support to school these include:

EPS Education Psychologist and Educational Psychology Specialist Teachers

Portage and Pre-School Service

ERT Emotional Resilience Officers

Ashley Child Development Centre

Sue Hedley Nursery School

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

SALT Speech and Language Therapists

Language Outreach Support

OT Occupational Therapy and Physiotherapy
CYPS Children and Young People's Services
Lifecycles -Primary Mental Health Workers
Family Support Workers/SEND Team and OT from local secondary school (personalised transition programmes Y6-Y7)
Tyne Gateway Local Entrepreneurs (parent and family support)
Family Outreach Workers (children 0-4 years)
Bright Future (work with females aged 11-25 years)
Hearing Impairment Team and Teachers for the Deaf
Developmental and Co-ordination Disorder Clinic
Children and Young People's Well-Being Panel
Short Break and Respite Service
Paediatric Services
Parent/Carer SEND voluntary groups; Listen 4 a Change, Kayaks and SNIPS
Social Services
Looked After Children (LAC) Service – support from virtual Head Teacher and team

Additional support through EHC Plan provision

This type of support is available for children whose learning needs are severe, complex and lifelong.

- The school or parents can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to a panel of professionals they will decide whether they think your child's needs seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the panel of professionals will decide if your child's needs are severe, complex and life-long. If this is the case, they will write an Education Health Care plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will need and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This is usually provided via an Educational, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual support or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Including All Children' documentation from LA).

Your child may also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team., Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

F) How does the school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

Admission to school

The local Authority are the admitting authority and ensure that pupils with a SEND are equally treated and share the same admissions process via application to the Town Hall, South Shields

Access to activities and the curriculum

Ensuring that pupils with a SEN or disability engage in all activities and make the most of learning activities in school is always a priority and identified on the School Improvement Plan.

The school is continuing to:

- Improve provision to narrow the gap between SEND and not SEND pupils as it does for differences in performance between other groups of pupils
- Consider how well it ensures equality of opportunities for all its pupils
- Tackle prejudice and promote understanding in relation to people with disabilities
- Make activities and school trips available to all, risk assessing and carrying out procedures 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 some specific activities.

G) What support is available for improving the emotional, mental health and social development of pupils with SEND?

The school takes emotional wellbeing and mental health seriously and its provision includes:

Mental Health Expertise in school

All pupils have access to:

- a trained, designated Senior Mental Health Lead who is an 'Adult and Youth Mental Health First Aider', 'Friends Resilience Facilitator' and 'Early Years Mental Health and Wellbeing' trained.
- four members of staff who are 'Mental Health Champions'
- the ERT Team, by referral, for individual therapeutic input and Transition Support
- the Healthy Minds Team, by referral, part of NHS Lifecycles

What general support will there be for my child's overall well-being?

Ensuring all our children in school feel safe and are familiar with the environment and staff is a priority. Transition lays the foundations for this and having access to a year group team of a familiar Class Teacher and TA ensures a continuing continuity.

- Transition days nursery- reception, KS1 – KS2. Y6-Y7 are in place for all pupils, and are personalised for SEND pupils. Additional transition days can also be planned for if required.
- All adults in school have training in Child Protection and Abuse Awareness. This training is updated annually.
- All staff have had training on supporting children's emotional resilience and well-being.
- Daily routines and access arrangements for children can be personalised to overcome any individual barriers to learning that children may face.

- Children may be referred to the Emotional Resilience team for additional support with their emotional/social well being.

Pupils with medical needs

- If a pupil has a medical need then a care plan is compiled by the School Nurse in consultation with parents/carers.
- A number of supervisory assistants, teachers and teaching assistants have regular First Aid Training and Paediatric First Aid Training.
- The SENDCo is able to access specialist services.

H) How accessible is the school environment?

Forest View is fully compliant with DDA requirements

- As a school we are happy to discuss individual access requirements.
- The school is on a level and flat site
- Designated disabled parking close to the school entrance is available
- There are 5 disabled toilets.
- There are wide doors for access in and around the building and 2 electronic opening doors in KS1.
- Corridors and classrooms have been carpeted to support children with hearing impairments.
- We ensure whenever possible that equipment used is accessible to all children regardless of their needs

4 Name and contact details of SENDCo at Forest View Primary School

SENCo Vikki Thompson

Contact by telephone at the School Office 0191 5191990

Contact by email at vtompson@forestview.uk.com

5 Expertise and training of staff in relation to children and young people with SEN and how specialist expertise can be secured

What training have the staff supporting children with SEND had?

- Mrs Thompson has over 15 years of teaching experience with particular interest in the early years, mental health and SEND areas. She is a trained Senior Mental Health Lead and is also an 'Adult Mental Health First Aider', 'Youth Mental Health First Aider', 'Friends Resilience Facilitator' and 'Early Years Mental Health and Wellbeing' trained.
- Four members of staff are 'Mental Health Champions'
- Two members of staff are trained in 'LEGO Therapy'
- Continuous Professional Development is actively encouraged by the Head Teacher at Forest View Primary. All staff keep up to date with training provided to meet the individual needs of the children they are working with.
- All staff have attended training on Emotional Resilience and supporting children with attachment disorders.
- The SENDCo and class teachers work closely with the Speech and Language Service to discuss ongoing SALT programmes. These are delivered where necessary during the school day.
- Many of our teaching and support staff have been 'Safer Handling' trained.

6 How equipment and facilities to support children and young people with SEND will be secured

How are the school's resources allocated and matched to children's special educational needs?

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 in the school.

- The SEND budget is allocated for each financial year. The money is used to provide additional support or resources depending on an individual's needs.
- Pupil premium was introduced in 2011 and is allocated to schools for pupils who have been registered for free school meals (FSM) and at any point in the last 6 years. Schools also receive funding for Looked After Children and Service Children.
- The school can only apply to the Local Authority for Top-Up Funding for a pupil if they have a high level of need and costs exceed that which have already been allocated to school funds for that pupil.
- The SENDCo holds an allocated budget for aids/resources and some CPD.
- During examinations SEND pupils may qualify for extra time, someone to write or read for them or have rest breaks.

7 Arrangements for consulting with parents of children with SEND and involving them in the education of their child/children.

All parents are encouraged to contribute to their child's education. This may be through:

- I. Discussions with the class teacher.
- II. Parents' evenings.
- III. Discussions and meetings with Mrs Thompson and other professionals.
- IV. Parents are invited to contribute and/or comment upon their child's Support Plan and progress made
- V. Parents are also encouraged to seek support from the Parent Partnership Services if necessary.

8 Arrangements for consulting young people with SEND about and involving them in their education.

Pupils' views are sought and recorded at their termly and Annual reviews. Similarly, parents' views are sought at the same time.

9 Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Head Teacher, class teacher or SENDCo .

If you wish to make a formal complaint please refer to the school's Complaints Policy and follow Stages 1 – 5 of the school's procedures.
to supplement the process below:

10 How the Governing Body involves other bodies including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting families of such pupils

The Governing body through the Finance Committee and Headteacher organise:

- The purchase of Service Level agreement for SEND Services such as ERT and the Educational Psychology Service
- The payment of appropriate training, as and when required and appropriate, from recognised providers for services like First Aid
- The school can make its own referrals to many NHS services such as the School Nurse, Health Visitor, Speech and Language Therapy, Healthy Minds
- Other NHS Services such as Bowel and Bladder Clinics, OT and CYPS referrals can be made through the Health Visitor or School Nurse
- The school has a number of contacts with voluntary organisations such as the Toby Henderson Trust and the Young Carers
- The school can also, if parents are willing, initiate and lead an Early Help assessment.
- The school has a clear line of duty to refer to Social Services and does this through the Local Authority Safeguarding Team
- Services such as EMTRAS and LAC are usually in place when a child is admitted to school

11 Contact details of support services for parents of pupils with SEND including those for arrangements in accordance with section 32

The SENDIASS Team (previously the Local Parent Partnership) are available for independent and impartial support and advice and provide information on other local sources of information.

SENDIASS

The Special Educational Needs and Disabilities Information Advice and Support Services offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

The service is **free, impartial** and **confidential**.

KIDS SENDIASS have developed resources providing information and advice for parents, carers, professionals and young people.

It is a legal requirement that all local authorities have a SENDIAS service and KIDS provide a number of these services across the country. Each KIDS SENDIAS service has a local page with their contact details, local information and local resources.

This team are available by: **SENDIASS@southtyneside.gov.uk**, or **call 0191 424 6345**.

12 The schools arrangements for supporting pupils with SEND in a transfer between phases of education

How will the school prepare and support my child when joining Forest View Primary School or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- You and your child will be able to visit our school and meet the Head Teacher, class teacher and other staff and possibly have a taster session if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where appropriate, a planning meeting will take place with the SENDCo from the new school,
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support Plan targets for the first term will be completed by the current teacher and will be shared with the new teacher to start immediately in September.

In year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school,
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- The Emotional Resilience Officer may work with your child in the last term in primary school to prepare for transition.

13 Information on where the Local Offer is published.

The local offer is available through this link to the South Tyneside website

<https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND->