



DREAM, BELIEVE, ACHIEVE

Special Educational Needs Information 2016-2017

Simonside Primary School is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. In addition to a fully qualified SENCO (Special Educational Needs Co-ordinator) and SENTA (Special Educational Needs Teaching Assistant), we also work very closely with our Parent Support Advisor and various other professionals from a wide range of outside agencies.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs.

Simonside Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view Newcastle Local Authority's Local Offer on <http://www.newcastlefis.org.uk>. Parents can also contact **Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service** for impartial information, advice and support in relation to their child's SEN and/or disability on 0191 284 0480 or by email: judith.lane@newcastle.gov.uk (Lead Specialist)

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

For all children at Simonside Primary with an additional need:

- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We use child friendly SEN Support Plans which clearly state the child's area(s) of need, their outcomes and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of SEN Support Plans.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to eg, SENTASS, CYPS, Speech and Language Therapists, Education Psychology Service.
- We operate a graduated response based upon need; *assess, plan, do, review*
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- We provide teaching assistants in class who work with SEN children and also, more importantly, support other children so that the teacher has more opportunities to work with the SEN children.
- We evaluate intervention groups and strategies on a termly basis.
- We have a fully qualified SENCO and SENTA who can provide advice and guidance to staff.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We offer support to all pupils and parents during periods of transition; Nursery to Reception, Reception to Year 1, Year 2 to Year 3 and Year 6 to Secondary School
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.
- All staff have the opportunity to carry out training in relation to managing pupils' needs in the classroom.
- Whole school policies such as those for Behaviour, Anti-bullying and SEN are evaluated on a regular basis

For pupils with a higher level of need or a statement of SEN or an Education Health and Care Plan (EHCP), we provide:-

- Detailed planning and monitoring of progress
- Individualised programmes of work across several areas
- Annual reviews of a statements of SEN or a EHCP with recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

Types of SEN for which provision is made at Simonside Primary School	Support/Provision made at Simonside Primary School
<p>Communication and Interaction</p> <p>This may include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • Visual timetables to support children to understand what will happen and when • Support during times of stress or anxiety • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day eg break time and lunchtime where appropriate • Rewards of golden time/peer interaction for individual pupils • Resources to support pupils with speech and language difficulties eg, word banks, visual prompts • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing eg. fiddle toy, stress ball • Use of individualised reward systems to promote learning and enhance self-esteem • Provide areas with reduced distractions and low stimulus • We access the expertise and advice of the local authority Speech, Language and Communication Team
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <ul style="list-style-type: none"> • Social Difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Excellent pastoral care • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CAMHS, CYPS, Behaviour Support) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills. emotional resilience and behaviour eg School Counselling service, Nurture Groups, Key member of staff for support • Opportunities to attend residential trips in Year 6 which help to develop social, emotional and behavioural resilience, promoting independence

Cognition and Learning Needs

This may include:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) - dyslexia, dyscalculia, dyspraxia

- Strategies to promote and develop literacy and mathematical skills with increasing independence
- Targeted small group support in class from the class teacher and teaching assistant
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths eg. Rapid Reading, Direct Phonics, Power of 2, Read Write Inc, Toe by Toe, Word Shark
- Small group differentiated daily phonics teaching for Reception, Key Stage 1 and some key Stage 2 pupils at their level of phonic acquisition
- Use of ICT where possible to reduce barriers to learning eg., Nessy, Word Shark
- Use of support materials and resources such as Numicon
- Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical
- Strategies and resources to support dyslexic pupils eg. coloured overlays for reading, word banks to support spelling of key words
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
- Multi-agency involvement with the family as required

Sensory and/or Physical Needs

This may include:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs

- Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs
- Where necessary, strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
- Physical aids or resources where necessary or where advised by specialists eg, pencil grips, spring scissors, therapy putty
- We provide support with personal and intimate care if and when needed
- We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramps into school (See Accessibility Plan)
- Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)

	<ul style="list-style-type: none"> • Additional handwriting support through targeted intervention programmes eg. Write from the start • One-to-one support for gross and fine motor skills in the classroom as and when required • Alternative ways of recording ideas, writing and investigations
--	---

If you have any concerns about your child's SEN, progress or provision we would urge you to arrange to discuss the matters further with your child's class teacher or the school's SENCO. Alternatively the school family support worker or Senior Leadership Staff would also be available to help. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure)

Other useful information/contacts

Northeast Special Needs Network

(Supports families with disabled children/young people from birth to 25 years)

Northeast Special Needs Network

Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon Tyne

NE2 3BB

Phone and fax

Admin: 0191 281 2485

Family Advice Workers: 0191 281 2255

Email: admin@nsnn.org.uk

The National Autistic Society

Web: www.autism.org.uk

Email: mailto:nas@nas.org.uk

Autism Helpline

Tel: 0808 800 4104 (open 10:00am-4:00pm Monday-Friday)

Text: 07903 200 200

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>

Glossary of Terms

Term	Explanation
ARP/ARC	Additionally Resourced Provision/Additionally Resourced Centre
ASD	Autistic Spectrum Disorder
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
EAL	English as an Additional Language
ICT	Information Communication Technology
MLD	Moderate Learning Difficulties
PSA	Parent Support Advisor
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENTA	Special Educational Needs Teaching Assistant
SENTASS	The Special Educational Needs Teaching and Support Service (SENTASS)
SLCN	Speech Language Communication Needs
SPLD	Specific Learning Difficulties E.g. Dyslexia, Dyscalculia