



**DREAM, BELIEVE, ACHIEVE**

## **Special Educational Needs and Disability Information 2018-2019**

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 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), SENTA (Special Educational Needs Teaching Assistant) and Parent Support Advisor, we also work with professionals from outside agencies to support pupils with a range of needs.

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. The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service officer is Judith Lane. She can be contacted on 0191 284 0480 or by email: [judith.lane@newcastle.gov.uk](mailto:judith.lane@newcastle.gov.uk)

### **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**
- 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 use strategies to reduce anxiety/promote emotional well-being.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive on-going training in relation to meeting pupils' needs in the classroom.
- 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;
- We liaise closely with other 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.

Types of SEN for which provision is made at Simonside Primary School	Support/Provision made at Simonside Primary School
<p><b>Communication and Interaction</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders (ASD)</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables to support children to understand what will happen and when</li> <li>• Areas of classroom are clearly defined and labelled</li> <li>• Support during times of stress or anxiety</li> <li>• Use of ICT where possible to reduce barriers to learning</li> <li>• Support or supervision at unstructured times of the day eg break time and lunchtime where appropriate</li> <li>• Rewards of golden time/peer interaction for individual pupils</li> <li>• Resources to support pupils with speech and language difficulties eg, word banks, visual prompts</li> <li>• 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</li> <li>• Resources to reduce anxiety and promote emotional wellbeing eg. fiddle toy, stress ball</li> <li>• Use of individualised reward systems to promote learning and enhance self-esteem</li> <li>• Provide areas with reduced distractions and low stimulus</li> <li>• Advice/Training from outside agencies</li> </ul>
<p><b>Social, Emotional and Mental Health Difficulties</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Social Difficulties</li> <li>• Mental health conditions</li> <li>• Emotional difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent pastoral care</li> <li>• Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy/Anti-Bullying Policy)</li> <li>• Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities</li> <li>• Create behaviour/success plans where necessary, to ensure children can access the curriculum and all children remain safe</li> <li>• Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, Behaviour Support)</li> <li>• Small group or one-to-one targeted programmes are delivered to pupils to improve social skills. emotional resilience and behaviour eg Nurture Groups, support from Parent Support Advisor and Kalmer Counselling</li> <li>• Additional assessments that focus on emotional development</li> <li>• Staff trained on positive handling</li> <li>• Opportunities to attend residential trips in Year 6 which help to develop social, emotional and behavioural resilience, promoting independence</li> </ul>

<p><b>Cognition and Learning Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties (MLD)</li> <li>• Specific Learning Difficulties (SpLD) – dyslexia, dyscalculia, dyspraxia</li> </ul>	<ul style="list-style-type: none"> <li>• Advice/training from outside agencies</li> <li>• Strategies to promote and develop literacy and mathematical skills with increasing independence</li> <li>• Targeted small group support in class from the class teacher and teaching assistant</li> <li>• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths eg. Direct Phonics, Power of 2, Read Write Inc, Toe by Toe,</li> <li>• Small group differentiated daily phonics teaching for Reception, Key Stage 1 and some key Stage 2 pupils at their level of phonic acquisition</li> <li>• Use of ICT where possible to reduce barriers to learning eg., Nessy, Word Shark</li> <li>• Use of support materials and resources such as Numicon</li> <li>• Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical</li> <li>• Strategies and resources to support dyslexic pupils eg. coloured overlays for reading, word banks to support spelling of key words, Toe by Toe</li> <li>• Opportunities for repetition of key learning</li> <li>• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</li> <li>• Through accessing the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) or our Educational Psychologist to ensure the needs of children are clearly identified</li> <li>• Advice/support from outside agencies</li> </ul>
<p><b>Sensory and/or Physical Needs</b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Hearing Impairment (HI)</li> <li>• Visual Impairment (VI)</li> <li>• Multi-sensory impairment</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff work with specialists such as ‘The Hearing Impairment Service’ or a member of the ‘Visually Impaired Team’ to seek advice and guidance on meeting the needs of individual pupils</li> <li>• Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs</li> <li>• 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</li> <li>• Physical aids or resources where necessary or where advised by specialists eg, pencil grips, spring scissors, therapy putty</li> <li>• We provide support with personal and intimate care if and when needed</li> <li>• We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramps into school (See Accessibility Plan)</li> </ul>

	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Additional handwriting support through targeted intervention programmes eg. Write from the start/Pen Pals</li> <li>• One-to-one support for gross and fine motor skills in the classroom as and when required</li> <li>• Movement breaks for pupils with motor coordination difficulties as and when required</li> <li>• Alternative ways of recording ideas, writing and investigations</li> <li>• Advice/Training from outside agencies</li> </ul>
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**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)**