



## Special Educational Needs and Disability

### SEND Information Report

At Parkhead Community Primary School we have high expectations of all pupils and strive to enable them to reach their full potential.

In order to do this, many steps are taken to support them through their learning journey. High quality teaching is vital; however we recognise that for some children there are occasions when further additional support may be needed to help them achieve their goals. The aim of this report is to let parents/carers know how we will support children with special educational needs and disabilities.

#### Who are the staff who are responsible for SEND?

**Mrs Chard** (Headteacher) is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met,
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**Mrs Cooper** (SENDCO) is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEN in the school make the best possible progress.
- Support class teachers in writing Support Plans that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

**Class Teachers** are responsible for:

- Making sure that all children have access to Quality First teaching and that the curriculum is adjusted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Support Plans with SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Teaching Assistants** work with the class teacher to identify areas of support for pupils with SEN. They are responsible for:

- Support pupils to access the curriculum
- Help to implement differentiation and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEND and differentiation.
- Deliver high quality interventions.
- Help pupils to develop effective ways of becoming independent learners

**Scott Rowland** (SEND Link Governor) is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

### **What kinds of special educational needs does the school provide for?**

All four areas of need can be supported, through careful planning and communication (see appendix 1).

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

### **In what ways does the school support my child?**

The nature of the support provided will be tailored to the specific needs of your child. This will be through:

- Individual target setting
- Support Plans
- EHCP (Education, health and care plans)
- Pupil voice (Listening to the views of children)
- Differentiation
- Adult support
- Targeted Interventions
- Encouraging and building on independence
- At times outside agency support may be used. E.g. Educational Psychologist, HINT, Speech and Language

### **How does the school identify children's special educational needs?**

The SEND Code of Practice states that a child may be identified as having special educational needs if their needs are 'additional to and different from' the needs of other children in their class.

This may be identified through:

- Parental concerns
- Limited progress being made
- Pupil progress meetings
- Observations
- Recognition of a change in behaviour
- A pupil asks for help

We use the Gateshead SEND Threshold document and aim to identify and assess children who may have special educational needs at a very early stage. This way we can inform and involve the parents so that we can work together, in partnership to support our children. We can then provide for the child with support, suitable interventions, and resources where appropriate. School can then seek advice from outside agencies when appropriate and if necessary liaise closely to ensure the child's needs are being met.

Referrals and requests can be made to a range of services within the borough via the local offer including but not limited to; Portage Support, Sensory Services, the Educational Psychology Team, HINT & LINT, the Emotional Wellbeing Team, Child and Young People's Services, Single Point of Access, the School Nursing Team etc.

Once a need has been identified using the Gateshead SEND Threshold document, we use very specific need-based plans and pupil profiles which help support their development and speed up progress. These are known as Support Plans.

Parents/carers can contact school if they have any concerns about their child by telephoning, writing, or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day. Parents are also welcome to request a catch up with the SENDCo on a Wednesday or Thursday afternoon.

### **How does the school teach, support and adapt the environment for children with SEND?**

The curriculum is differentiated to match tasks to individual ability, supported through Personalised Support Plans. Learning support assistants and qualified teachers support individual children and small groups on very specific intervention targets and programmes; using a variety of teaching approaches catering for different learning styles. Maintaining high and realistic expectations for every individual is at the heart of our ethos and practice. We offer alternative means of accessing the delivery of the curriculum. Learning and recording with the use of specialist equipment and through ICT are regularly planned in response to review outcomes; where the school and family feel a child would benefit from a curriculum adjustment, personalised timetable or specialist resource, the school strives to provide this.

Utilising staff expertise, school resources and our environment, we are able to provide a range of levels of support and ensure that children are learning in an environment which is suitable for them as an individual. By means of 1:1 support, specific small group support and teaching, interventions and focus groups, children are able to follow an individual or differentiated timetable and curriculum where appropriate. At all times inclusion rather than exclusion is our aim and focus. We strive to ensure that all children feel happy and safe in our school and continue to make progress

### **How is the decision made about what type and how much support my child will receive?**

This is based on the level of need from teacher and SENDCo assessments as well as consulting with the Gateshead SEND Threshold document.

For example, if it has been identified that your child needs support with Speech and Language, the class teacher, SENDCo and parents will work collaboratively to decide where on the Gateshead SEND Threshold document a child will be placed. The child will then be assessed by a speech and language therapist and the report from this will be analysed and targets will be put in place that are personal to the child. An intervention will then be set up by the speech and language therapist, who will complete additional work with your child on a regular basis, focusing on specific targets.

Sometimes, outside agencies such as Educational Psychologists, HINT etc may assess your child following a referral from school. They will make recommendations for the school to follow in order to support your child. These will be reviewed regularly to measure your child's progress.

In some cases, children may be assessed for an Education, Health and Care Plan (EHCP). If this is successful, the level of support that a child will receive will be outlined in their plan which are reviewed annually. EHCPs are a legal document.

### **How do you involve other agencies in meeting the needs of children with SEND in supporting families?**

We will seek the support of outside agencies when specific areas of expertise are required. Outside agencies will be requested by the SENDCo to come into school, either to meet with school staff, observe the child or meet with staff and parents.

### **How accessible is the school?**

Our school meets all of the requirements of the Equality Act 2010. Our school is one storey and is fully wheelchair accessible. (Please see Accessibility Plan)

### **How will my child be included in activities outside the classroom including physical activities and school trips?**

At Parkhead Primary we are an inclusive school. Activities and trips are available to all. We will endeavour to make reasonable adjustments (Equality Act 2010) to ensure that your child is able to participate in all school activities, if it is safe for them to do so.

This will include (if needed):

- Completing risk assessments
- Individual Health Care Plans (IHCP)
- 1:1 support
- Staff training
- Suitable transport

## **How are parents and carers involved in reviewing children's progress and planning support?**

### **Class Action:**

Children who are identified as needing targeted support at SEND Support level will meet with their child's class teacher termly at parents evening to discuss their child's progress and receive new targets via their child's Support Plan. Often children with this level of additional needs may need extra support and interventions in specific areas of their learning. Family Learning opportunities, ideas for supporting at home and boosters or clubs delivered by school staff may be offered to children through discussions with parents. If at any point, parents would like to receive more support and guidance regarding their child's additional needs or escalate the level of support their child receives, they can make an appointment to speak with the SENCO by contacting the school office to make an appointment.

### **Additional or Complex Needs:**

For children identified as having additional or complex needs, SEND Reviews are held at least each term in order for parents/ carers to discuss their child's progress and next steps. These meetings include parents/ carers, class teachers and the SENDCO, other professionals or senior management where appropriate. In these meetings, the termly review document will be shared, discussed and adapted by anyone contributing. Within this process, the child's views are considered and where appropriate children will directly provide information about their achievements, level of happiness in school and how they prefer to be supported. Targets will be reviewed at least every term by class teachers to ensure they are up to date and significant changes will be discussed with parent.

### **Children with an EHC Plan:**

Children with a diagnosis, exceptional or profound needs may have an Education, Health and Care Plan and will follow the same termly review process as a child with additional and complex needs (see above). In addition, an EHCP Review will be held annually in order to discuss and update the plan and decide on next steps or outcomes to work towards the following year. The EHCP document is a legal document overseen by the local authority.

More information can be found at:

<https://gateshead-localoffer.org/education-health-and-care-plans-ehcp/>

## **How does the school measure how well it teaches and supports children with SEND?**

Monitoring of teaching and learning of children with SEND will be carried out on a termly basis by the SENDCo and senior leadership team. The SENDCo will look at the monitoring information on a termly basis and make adjustments to the provision for the individuals or groups of children, if appropriate. Inviting other professionals to share their expertise and assess or support children within school, develops opportunities for school staff to be advised and challenged on the provision we offer to children.

Pupil Support Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The class teacher will take the lead in the review process and will consult with the SENDCo if necessary. Parents and carers will be invited to contribute and will be consulted about any further action. Analysing how effective the current provision for the child is will be a key focus of this meeting and adaptations, recommendations or requests for alternative resources and strategies may be made at this time by anyone attending the meeting.

## What specialist services and expertise are available at or accessed by school?

### In school:

- SENDCo
- Pastoral support (FSA)
- TAs that support in class and lead interventions
- Emotional support
- Precision Teaching
- BU – Mental Health & Well Being

### Out of school:

- Educational Psychologist
- CYPS
- SPA (Single Point of Access)
- CAMHS
- HINT (High Incidence Needs Team)
- LINT (Low Incidence Needs Team)
- Speech and Language Team
- Child and family support team
- Counselling services
- Behaviour support
- Attendance support
- School nurse
- Children's Services
- Occupational and physiotherapy
- NHS services incl. paediatricians.

## What training has the staff supporting children with SEND had?

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of social communication, reading and maths and areas of children's Social and Emotional development, including mental health and wellbeing.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

**Awareness** – this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, HINT & LINT, Educational Psychologist or other specialist service.

**Enhanced** – this level of training will be carried out by staff working with the pupil regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by HINT & LINT, Educational Psychologist, staff from specialist provision schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications.

At Parkhead Primary, training is constantly being updated as our staff have regular CPD and we are pro-active in attending training when the need arises. Here are some examples of the training staff have received.

- SENDCo ix working towards the NPQSEnCo accreditation
- Medical training – first aid, epi pen, manual handling.
- Specific training for interventions (e.g. Numicon, Talk Boost etc)
- Mental health and wellbeing training
- ASD training
- Bereavement training
- Attachment Training

## How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

### On entry:

- Intake meeting and home visits before starting reception
- Play dates
- Part time start
- Enhanced transition arrangements

### Transfer to secondary school:

- Secondary school transition meetings
- Enhanced transition arrangements (induction days)
- When appropriate a person centred review will be arranged between the SENDCo, parents and the secondary school SENDCo.
- Children with EHCP's will have an annual review in Oct where secondary placements will be discussed.

### Mid-year transition:

- Tour of the school
- Meet the teacher
- Transition meetings
- Contact with the previous school for the child's records.

## What support will there be for my child's overall well-being and their emotional, mental and social development?

At Parkhead Primary School, we support the emotional, mental and social development of children and young people with SEND by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We have the following provision for ensuring a high standard of emotional and social development which is coordinated by our SENDCo:

- Wellbeing Champions
- Theraplay
- ELSA Programme
- Speech and Language groups
- Bereavement counselling
- E-safety training
- PSHCE sessions
- Wellbeing curriculum
- Mindfulness
- Circle Time
- Lego Therapy
- Sensory/Calm Room
- Teachers and Teaching Assistants trained in emotional resilience
- Links with outside agencies
- Single Point of Access (SPA)

### Pupils with medical needs

- If a pupil has a medical need, then a risk assessment may be compiled in consultation with parents/carers. These are discussed with the staff involved with the pupil. Some pupils may also have a health care plan.
- A high number of staff receive basic First Aid training, in addition to those that have full paediatric first aid training.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medication agreement is in place to ensure the safety of both child and staff member.

## Who do I contact about my child's special educational needs?

The first point of contact at Parkhead Primary School is the child's class teacher. The Special Educational Needs Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

The key contacts at our school are:

Headteacher	Mrs H Chard
SENDco	Mrs E Cooper
Chair of Governors	Mr S Rowland
SEND Governor	Mr S Rowland
Deputy Headteacher	Mrs S Leach

### **What other support is available?**

Find out more about the support available through the Gateshead Local Offer at:

<https://gateshead-localoffer.org/>

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Your child's class teacher
- Mrs Cooper (SENDCo)
- Mrs Leach (Deputy Headteacher)
- Mrs Chard (Headteacher)

Appointments can be made with any of these members of staff through the school office.

Telephone: 0191 4335618

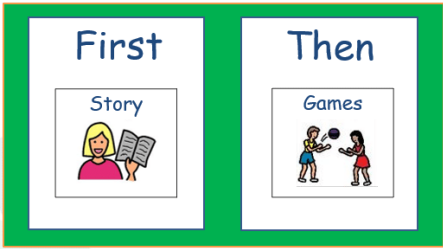


Our SENDCo can also be contacted through email: [SENDCO@parkheadprimary.org](mailto:SENDCO@parkheadprimary.org) or [enquiries@parkheadprimary.org](mailto:enquiries@parkheadprimary.org)

Parents/carers can also contact the Special Educational Needs and Disability Information and Advice Service (SENDIAS) which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has a Single Plan.

### **What do I do if I am not happy or if I want to make a complaint?**

1. If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with their child's class teacher or the SENDCO, who will try to resolve the situation.
2. If the issue cannot be resolved by the SENDCO, a parent/carer can raise their concern to the Head Teacher.
3. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Specific provision is also provided for particular areas of need. The table below explains the detail of this support.

Type of SEND	Support provided in school
<p data-bbox="229 434 759 539"><b>Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</b></p>  	<ul style="list-style-type: none"> <li>- visual timetables when needed to support children to understand what will happen and when</li> <li>- areas with reduced distractions and low stimulus</li> <li>- social stories to help children learn how to approach different social situations</li> <li>- small groups focusing on friendship</li> <li>- a variety of resources available, depending on a child's sensory difficulties</li> <li>- ICT as an aid to learning</li> <li>- time spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety</li> <li>- small group speech and language sessions, following recommended programmes and addressing individual targets</li> <li>- access to expertise and advice of the Local Authority Speech and Language Therapy Service through HINT</li> <li>- training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties and Autistic Spectrum Disorders</li> <li>- staff trained to deliver various interventions.</li> </ul>
<p data-bbox="225 1487 767 1592"><b>Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</b></p> 	<ul style="list-style-type: none"> <li>- access the expertise and advice of the Local Authority Special Educational Needs Team (SENIT) to ensure the needs of children are clearly identified</li> <li>- support from the Educational Psychology Service to support our pupils with SEND</li> <li>- work alongside the Local Authority to ensure that we are providing the support our SEND pupils require</li> <li>- provide small group support with a focus on literacy or numeracy skills, depending on need</li> </ul>



- use intervention programmes to improve literacy or numeracy skills
- provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children

**Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties**



- provide excellent pastoral care for our children
- use different strategies to promote positive behaviour in our school and have clearly defined rewards and sanctions
- create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe
- complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities
- put in place short term support for a child with a specific emotional need, for example, bereavement
- run small group sessions with a focus on social skills
- seek the expert advice and support of outside agencies, including the Children and Young People’s Service (CYPS)
- buy in to Counselling services to offer support to children with social, emotional and mental health needs
- work closely with parents to ensure that there is a consistent approach when managing challenging behaviour

**Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi-Sensory Impairment Medical Needs**

- provide support and practical aids where appropriate to ensure pupils can access the curriculum
- seek advice and guidance from school health for pupils with significant medical needs
- run intervention sessions to improve pupil skills to offer support to children who have ongoing difficulties with fine and gross motor skills



- request and act upon advice and guidance from the Gateshead Children's Vision Team and Hearing Impairment Team
- adapt our teaching and use auditory resources for children with hearing impairment
- enlarge resources and use appropriate visual aids for children with a visual impairment
- use ICT to enhance pupil's access to the curriculum
- receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child
- provision of ramps for wheelchair access and accessible toilets

**Complete and agreed:**

**Review Date:**