

Introduction

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities which are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer: In accordance to The Children and Families Bill 2014, 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 (SEN) 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 School SEND Information Report

This utilises the LA Local Offer (published on our website) to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

Your child has Special Educational Needs. What can we at St. Columba's RC Primary School offer you?

At St Columba's RC Primary School, we embrace the fact that every child is different, and therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs. The questions below give you more information about the Local Offer from St. Columba's RC Primary School and how we can support your child.

1. Who are the best people to talk to at St Columba's RC Primary about my child's difficulties with learning, special educational needs or disabilities (SEND)?

The class teacher:

Responsible for:

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.

Writing Provision Maps/Pupil Support Plans, based on smaller steps, and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised teaching and learning for your child as identified on the school's provision map.

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

The SENDCo: Mrs C McGrady

Is 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 in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) 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 C Jordan

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 must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs C Bowkett/Mrs P Lee

Responsible for

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

School contact telephone number: 0191 200 7235

2. What are the different types of support available for children with SEND at St Columba's RC Primary?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work
 - Intervention which may be:
 - Run in the classroom or a group room.
 - Run by a teacher or a teaching assistant (TA).

b) Specialist teacher (internal) delivering personalised small group/ 1 to 1 interventions. Specialist group or 1 to 1 support run by outside agencies, e.g. Speech and Language Therapy

SEND Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Language and Communication Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your 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 as to the ways your child is given support.

c) Specified Individual support

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

This is usually provided via an Education and Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual 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. Your child will also need specialist support in school from a professional outside the school.

This may be from

- Local Authority central services such as The Language and Communication Team, Educational Psychology Service or Sensory Service (for students with a hearing or visual need).

For your child this would mean

- The school (or you) 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 the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), 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 lifelong. 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 receive from the LA and how the support should be used, 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.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo) – (Mrs McGrady).
- The school SEND Governor – (Mrs P Lee) can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from North Tyneside LA, includes money for supporting children with SEN.
- 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 Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to those with SEND in this school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants mainly working with either individual children or small groups.
- ICT support in the form of writing and maths programmes are delivered by specialist teacher/ teaching assistants during specified lessons and small group or individual sessions, according to need.
- Teaching Assistants offering support for children with emotional and social development through one to one or small group support.

Local Authority Provision delivered in school

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENDIASS
- SALT (Speech and Language Therapy)
- Language and Communication Team provision
- Dyslexia Team provision
- Silverdale Outreach Team

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Service (CAMHs)
- Next-Step Counselling

7. How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and speech, language and communication difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children.

8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head Teacher and SENDCO every term in reading, writing and maths.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), 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 are published nationally.
- Where necessary, children will have a Pupil Support Plan which may be based on targets set by outside agencies specific to their needs. Targets will be set and are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in through the use of Standardised assessments such as YARC (Reading Comprehension) and The Sandwell (Maths).
- Regular book scrutinies and lesson observations will be carried out by the SENDCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Provision Maps and Pupil Support Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

11. How is St Columba's RC Primary accessible for children with SEND?

- The school is fully compliant with DDA requirements.
- The school has easy access and double doors and ramps.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is one disabled toilet, and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

12. How will we support your child when they are joining this school/leaving this school OR moving up to another class?

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:

- The SENDCo can visit pre-schools with the Early Years Leader when appropriate.
- If your child would be helped by a transition book to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for 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 need to be made for your child. Where possible, 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.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.

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. Provision Maps and Support Plans will be shared with the new teacher.
- If your child would be helped by a book to support them in understand moving on, then one can be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCO of the child's next 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.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.

13. How will we support your child's emotional and social development and offer pastoral and medical support?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- One to one, group support and pastoral care through our Next-Step counselling provision.
- Support to ensure children access extra-curricular clubs to enable them to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- Lunchtime and playtime support through planned activities and groups.
- The school yard is staffed with teachers who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the Head Teacher and Deputy Head Teacher for further advice and support.

This may involve working alongside outside agencies such as Health and Social Service.

- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.

If your child still needs extra support, with your permission the SENDCo will access further support from the Local Authority.

14. How are parents involved in school life?

We have Parents' Evenings, during which parents are invited to offer their comments and opinions.

- Parents are also welcome to help out as volunteers on school trips.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- Parents are also invited to regular performances and concerts.

15. How will the school deal with a complaint from a parent of a pupil with SEND?

If you have concerns or a complaint about your child's progress, and he or she is getting either no or only limited extra help at school, you should first talk to your child's class teacher or raise the matter with the head teacher or SEN Co-ordinator (SENDCo). They will establish the level of support required for your child.

If you or the school believes that your child is failing to make sufficient progress with the level of support that the school can provide, you can ask the Local Authority to carry out a statutory assessment of your child's SEN. If you are unhappy with that process you can put your complaint in writing to the Headteacher or Chair of Governors or the Local Authority. They will ensure that all parties are aware of your concerns and that those concerns are addressed as soon as possible (and within a maximum of 12 weeks).

16. Support Services for parents of pupils with Special Educational Needs:

If you require additional support you may also contact: DANS – The Disability and Additional Needs Service.
dans@northtyneside.gov.uk or telephone 0345 2000108

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