Wallsend Jubilee Primary School

SEN INFORMATION REPORT

Wallsend Jubilee Primary School is a fully inclusive school which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities so all children with SEN, including those who are looked after children, will reach their potential.

'The school nurtures pupils very well. It is calm and supportive.' Ofsted 2014

"'I ALWAYS GET HELP.' Child 2018

Our School's Offer for Pupils with Special Educational Needs and / or Disabilities

Our School Offer lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families regarding their SEN needs by meeting with parents regularly through SEN Support Plan (SSP) reviews, parents' evenings and informal meetings. These can be prompted by parents, teachers or external professionals. Pupils will be involved in completing SSPs when appropriate.

How will school support my child and their additional needs?

Children are identified as having a special educational need when their level of progress has become a cause for concern. Interventions are quickly put in place to cater for individual needs. Trackers are used to monitor progress closely, if appropriate progress is not made your child will be given an SSP (SEN Support Plan), at this point you will be invited into school to discuss your child's needs.

'Present tracking information indicates that the progress of pupils with SEN is at least equal to that of others in the school and is often higher.' Ofsted 2014

If children continue not to make progress an Educational Health Care Plan (EHCP) may be implemented through liaising with other professionals. Children with an EHCP are monitored regularly through SSPs and reviews are put in place. Reviews allow parents and professionals to attend our educational setting and share their views on what is working well for the child and if they feel the child's needs have changed, therefore the support will be changed accordingly. Children are included in the review of their targets, they also complete questionnaires so they can share their views and opinions about what they feel is working well in their education and what they need help in. Outside professionals work closely with children so we have the most up-to date information reflecting their current needs.

'Pupils are supported by staff who understand their individual needs, consequently they make good progress.' Ofsted 2014

Who will explain this to me?

Our SENCO (Mrs. Cheryl Miller) oversees all support and progress of any child requiring additional support across the school.

We will let families know about any concerns about a pupil's learning by contacting and arranging an information meeting to discuss next steps. Class teachers will liaise with the SENCO to discuss matters further.

Mrs Cheryl Miller is responsible for:

- Developing the whole school SEND policy to ensure children receive quality first teaching to meet their needs.
- Ensure parents are involved in supporting their children and are kept informed about how well their child is doing.
- Provide specialist support to teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

What support is provided for my child?



When a pupil is identified as having additional needs, we support their development and progress by using a tracker to monitor the support given. We then review the use of resources to maximise the effectiveness. Small group work, individual support and support within the classroom should ensure your child meets their individual targets through an inclusive environment.

If a child is not yet on the SEN register but is showing little progression, intervention will be put in place by the class teacher and they will receive quality first teaching to target their need(s). Intervention is monitored using a tracker; this will inform the class teacher and SENCO if the child is making expected progress or if they need on-going or long-term support.

Support staffing is placed where they are needed throughout the school to ensure pupil progress and independence. One-to-one and small group work is encouraged where needed to support individual needs. Interventions are put into place where and when needed and these are reviewed on a regular basis.

If your child does not make progress, despite this additional support they may be given an SEN Support Plans (SSP) which allow class teachers to access further support from outside agencies who will provide support where needed. In addition to this they may access individual support which would help them practice and develop skills relating to targets on

their SSPs. Support staff will have a clear understanding of targets and how to achieve them.

'Disabled pupils and those with special educational needs also achieve in line with others in the school. Their needs are well met by teachers and their assistants through small group and individual work with closely targeted support to speed up their progress.' Ofsted 2014

Children are offered support to develop their social, mental and emotional wellbeing, we offer clubs and nurture groups to allow children to socialise and discuss issues, addressing problems or worries they have.

'My daughter's needs are taken seriously and nothing is too much trouble' Parent 2018

Who will support my child?

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team
- Children's Services
- Dyslexia Team
- Sensory Services
- Pupil Referral Outreach Team
- Public Health
- GPs
- Occupational Therapist
- Ethnic Minorities and Travellers Asylum Seekers
- Silverdale Outreach Team

After an initial referral, if accepted, your child may then be assessed in school by a professional. This could be through observation, assessments and discussion with both the child and parent. The outside agency will, if appropriate, set targets and offer strategies and intervention to complete.

"My child has made amazing progress, I am so proud!' Parent 2018

"My teacher knows I need help and she always answers my questions' Child 2018

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local secondary school and further visits for vulnerable children; we liaise with staff, including form teachers and SENCOs of the receiving schools. Should children need to transfer to specialist provision a transition plan will be put in place.

What training have the staff supporting children with additional needs had / are currently having?

All staff have completed, and will continue to receive, on-going training in special educational needs and disabilities including:

- Numbers Count programmes
- First Class Numbers
- Reading Recovery
- Time to talk
- Toe by Toe
- Nursery/Reception Narrative
- Speech and Language
- RWInc
- Numicon
- Social Nurture Groups
- SEAL
- ELKAN speech and language training (1 trained TA)

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff in relation to any concerns which may arise. Cheryl Miller has the accreditation of The National Award for SEN Coordination (NASC).

How will my family be supported?

The school works in partnership with families to help them support their children's learning outside of school. We have a learning mentor within school who works closely with parents and children. In school we also have an open door policy which allows parents to feel welcome in school. Early Help Assessments will be regularly reviewed by class teachers and the SENCO to allow additional needs to be met. Our Care, Guidance and Support assistant, Lorraine Bryson, and the Special Educational needs and Disabilities Information Advice and Support Service (SENDIASS) will support families where needed once a referral has been made.

Families are also signposted to services / organisations through North Tyneside's Local Offer.

'"The staff know every child really well' Parent 2018

What else may I need to know?

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Wallsend Jubilee Primary School** then please contact the Special Educational Needs Coordinator: **Mrs Cheryl Miller on 0191 2007249.**

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our yearly questionnaire to parents or in form of a letter to Mr Harrison, our head teacher.

We hope that complaints about your SEND provision will be rare, however, if there should be any concern, please contact the SENCO via our school office or follow the complaints process outlined in the school Complaints Policy.

In addition, if you would like to discuss SEND in detail please do not hesitate to contact the school to arrange an appointment

In 2017-18 children with SEN achieved

Year 6 Key Stage 2 SATs

In writing - 33% of SEN children in our school achieved expected standards in writing this is in line with the National average of 33%.

In maths -33% of our pupils attained expected in maths compared to 37% nationally.

In reading - 0% of our SEN children achieved expected standards in this area compared to 38% nationally.

Year 2 Key Stage 1 SATs

In reading– SEN children achieving expected standard was 33% compared to 30% nationally.

In writing – SEN children achieving expected standard was 33% compared to 22% nationally.

In mathematics – SEN children achieving expected standard was 33% compared to 33% nationally.

Parent/Child Feedback

We understand how to successfully support children in our school so they can reach their targets. Using the feedback from our 2018 SEND questionnaire we are pleased to see that parents agree. (21 out of 28 questionnaires returned) Parents believe that we have very good communication skills, we hold regular meetings to share updated information, we support children in our care appropriately, we effectively use outside agencies to further support children and we listen to the views and opinions of parents/guardians. We believe that all the above opinions show key elements to helping a child achieve in school and to create an effective partnership with parents.

We are very keen to develop our approach to SEND further. Gathering feedback, from both children and parents, we have devised our next steps. We have set ourselves clear targets for 2018-19. The feedback given from our parents (SEND questionnaire) and from the pupils (Verbal feedback) has been taken into serious consideration when planning our next steps.

Next Steps

- To ensure attainment of children with SEN in reading improves
- To ensure children develop the ability to work independently and build their resilience regardless of their SEND needs.
- To continue to ensure children with SEN in our school make good or better progress in order for them to narrow the gap between themselves and their peers.
- To continue to develop our work with parents and help to develop an understanding of how to support their child at home.

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Communication and Interaction Needs: **e.g.** • **Autistic Spectrum Disorders** • **Speech, Language and Communication Needs** • **Social communication difficulties**	• Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
Cognition and Learning Needs: **e.g.** • **Moderate Learning Difficulties**	• Strategies to promote / develop English and Maths. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Differentiated curriculum and resources
Social, Mental and Emotional health **e.g.** • **Behavioural needs** • **Social need** • **Mental health needs** • **Emotional Health and Wellbeing**	• The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group to support pupils. • Information and support is available within school for behavioural, emotional and social needs.

	• Drawing therapy • Lego therapy • 'Jubilee Junction'- This is a drop in offered to any child. Our Behaviour, Guidance and Support Assistant, Lorraine Bryson, monitors children's mental health through this support offered to individuals. This seeks to limit bullying and encourage children to discuss their views.
Sensory and Physical Needs: **e.g.** • **Hearing/Visual Impairment** • **Multi-sensory impairment** • **Physical and Medical Needs**	• Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought to meet the needs of pupils who have medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Trained staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school has disabled toilets / facilities • The school offers accessible entries and exits, suitable for wheelchairs.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside Special Educational needs and Disabilities Information Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.

Click here to return to the North Tyneside SEND local offer

Click here to see our medical policy

Click here to see our SEND Policy

Click here to see our Accessibility policy

Reviewed by: Cheryl Miller in October 2018

To be reviewed: October 2019