



SEND Information Report 16-17

What is the SEN&D Local Offer?

South Tyneside Council has to set out a local offer of all services available to support children who have SEN&D (special educational needs and/or disability) and their families. The local offer will enable families to understand what services they can access and what support they can expect from a range of local agencies, including from the local authority, health services, schools, leisure services and the voluntary sector. The offer will include provision from birth to 25, across education, health and social care. It will also help professionals working with families to find the right information.

The Local Offer is part of the Special Educational Needs and Disability (SEN&D) reforms from the Children and Families Act 2014 that the government has put in place to help bring about improvements. One of these is the 'Local Offer'. The Act wants to improve information about services available, and make it easier for all families to find them. The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for enquirers.

Q. Where can I get further information about the services for my child?

The Parent Partnership Service offers free information, advice and support to parents and carers of children with special educational needs (SEN) and disabilities.

The service:

- Helps parents make informed decisions about their children's education.
- Helps to make sure that parent's views are heard and that these views inform local policy and practice.
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- Operates independently of the council. This means the services we provide are confidential and impartial in line with our [PPS Impartiality and Confidentiality Policy](#) [PDF - 122KB]. We do not represent the views of the council.

We can help you with:

- Who to talk to in school about your concerns
- The SEN Code of Practice, Statutory Assessment and the Statementing process
- How special educational needs are identified and assessed by schools and the council
- Your rights and responsibilities
- Meetings and reviews about a child's needs
- How progress is monitored and reviewed
- What to do if you are not happy with a decision made about your child's special educational need
- Details of local and national organisations, which may be able to offer help and support

We can also help you with filling in forms and expressing your point of view in writing.

We can be contacted on :-

HELPLINE Office: 0191 424 6345

E-mail: parentpartnership@southtyneside.gov.uk

Where can I find information on where the local authority's local offer is published?

The local authority's local offer is published on www.southtyneside.gov.uk/article/22387/south-tyneside-local-offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she: "Has a significantly greater difficulty in learning than the majority of others of the same age; or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions". *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 –

that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

SEN&D Information Report for Fellgate Primary School.

Our school's approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities are detailed below and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities being met in our school setting wherever possible, where families want this to happen.

Fellgate Primary School – a place of inspiration. As a school we are committed to: equal rights, mutual respect, and shared responsibility. We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

At Fellgate Primary School the basis of our provision for children with special educational needs is that we fundamentally believe:

- All children are valued equally regardless of their abilities and behaviours.
- All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

Q. How can I let the school know I am concerned about my child's progress in school or if I think my child has special educational needs and/or a disability?

At our school, the process is to discuss any concerns you may have about your child with the class teacher in the first instance. Further involvement may then include the SENCO who will support both you, your child and school staff to look at the next steps. This may then lead to request for further advice and support from external agencies.

Q. How will school respond to any concerns?

The class teacher will arrange time to listen to your concerns, share information between home and school and set up further meetings if needed. Further support may be necessary and will include the SENCO if it is felt that this is required. A course of action will be discussed and a plan agreed, which may involve setting specific targets. Follow up meetings to review progress will be held within a reasonable time scale. If you are not happy that the concerns are being managed and that your child is still not making progress then the next step is to speak with the Head teacher.

Q. How will school decide if your child needs extra support?

Our school will use the following cycle of Assess, Plan, Do and Review cycle for all children. Class teachers will use their ongoing assessments (both formal and informal) to monitor individual children and will identify any gaps in children's learning and adjust their teaching as necessary. This could lead to additional support or interventions from teaching assistants. If your child is then identified as still 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 and plan any additional targets and support your child may receive. This may involve the use of outside agencies; with parental agreement. We want the emphasis to be on working together (child, school, outside agencies and parents/carers)

Q. What are the different types of support available for children with SEN at Fellgate?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean: the teacher had the highest possible expectations for your child and all pupils in their class. That all teaching is based on building on what your child already knows, can do and can understand.

At times the teacher may direct the class based Teaching Assistant to work with your child as part of normal working practice.

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.

Specific strategies (which may be suggested by the SENCO or outside staff) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as part of excellent classroom practice when needed.

Specific group work within a smaller group of children. This group, often called intervention groups, may be:

run in the classroom or outside, in other smaller rooms or areas around the school.

Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

For some children, this extra support is sufficient for them to catch up to their peers and would not mean they need further support. However, for some children the intervention may not have been successful and a more targeted approach may then be needed to address particular difficulties the child might face. Children who require extra school based SEN support, this means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean: • He/she will engage in group sessions with specific targets to help him/her to make progress. This could be linked to an individual education plan (IEP)

A teaching/learning support assistant or teacher or outside professional will run these individual or small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The class teacher will review progress on a termly basis with the child and parent/carer and plan new targets, if needed.

Children requiring SEN support (with outside agency involvement). Who else might be involved in supporting my child? This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school.

This may be from:

Local Authority central services such as Autism outreach services, Sensory Education Support Service (for pupils with a hearing or visual need).

Speech and Language therapy Service (SALT).

Educational Psychologists

CYPS (Child and Young People Services)

School nurse

Pathways (for children with behaviour difficulties)

The PLACE (for Looked After children)

Community Paediatrician

Emotional Resilience Service

For your child this would mean:

Your child will have been identified by the class teacher or SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

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 yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. Support to set better targets which will include their specific expertise. A group run by school staff under the guidance of the outside professional. A group or individual work with outside professional.

The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Specified Individual Support This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching (the amount of hours will be specified by a EHCP), which cannot be

provided from the budget available to the school. Usually your child will also need support from professionals outside the school.

For your child this would mean:

The school (or you) can request that the Local Authority 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 school have sent in the request to the Local Authority (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 the 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 support with outside agency involvement. After the reports have all been sent to the Local Authority (L.A.) the L.A. will then decide if your child's needs are severe, complex and lifelong and that they need more specified extra support in school to make good progress. 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 support with outside agency involvement 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 EHCP 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. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:
Severe, complex and lifelong, need more than a specified number of hours support in school

Q. How will you help me to support my child's learning?

Class Teachers will invite parents into school at the start of each academic year (Autumn Term) to share with you what the learning will be for that year and their expectations for the children. In the spring term there will be a formal invitation into school to meet with your child's teacher to share their learning and report on progress and next steps.

In the summer term every child will receive a written report giving you a clear indication of the progress they have made both academically and in a wider contribution to school life.

Q. How will the curriculum be matched to my child's needs?

Staff differentiate and adapt their lessons to suit the children's needs. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. For those children needing extra support there are intervention programmes that are run by teachers or support staff. Individual programmes of support are also matched to pupils where needed. We use advice given by outside agencies to

further support individual learners and also have resources in school to provide more individual support. Teachers use ongoing assessment to plan targeted support. This may include extra provision and interventions, for example: precision teaching, paired reading, Toe By Toe, Nessy learning programme, Numbers Count programme.

A broad curriculum is delivered to all our children and there may be opportunities to work with specialist teachers for Music and P.E. All classes have off site visits throughout the year to bring their learning alive in an engaging and purposeful way. During Years 5 and 6 there are annual residential school trips.

Q. How does our school know how well your child is doing?

Children's progress is tracked on a Termly basis in reading, writing, maths and spelling using formal and informal assessments. Children in reception are assessed using Early Learning Goals. Any children who are working significantly below age expectations are assessed using PIVATS (Performance Indicators for Value Added Target Setting) and progress is measured over the year and compared with age related expectations.

Q. How will the staff at Fellgate Primary School support my child?

Your child's Class Teacher will plan activities and lessons based on the support identified in your child's Individual Education Plan, which will enable the children to work at a suitable level with an appropriate amount of challenge. Standards of teaching are monitored regularly to ensure that it is of a high quality and meets the needs of all pupils.

The school's SENCo will work alongside the class teacher to arrange any additional provision for the children with special educational needs. This may be also be in collaboration with the Head Teacher and the Senior Leadership Team.

Q. What training do staff receive?

All staff have, as part of their role, to undertake continuing professional development which involves in school training and attending courses away from school. The whole teaching staff have had training in Attachment disorder and Autism awareness. Some staff have experience and training in using the assessment tool PIVATS. All staff have received safeguarding training and e-safety training and have knowledge in Team Teach, which teaches staff how to decelerate behaviour of individual children and how to use positive handling strategies and techniques when/if needed. Staff have also had training in areas such as basic 1st aid and administering of Epipens. Further training may be provided depending on the needs of the children.

Q. How is the decision made about what type of support of child will receive and how often this will be?

All children at Fellgate are entitled to inclusive high quality teaching. Should your child require additional support the Class Teacher will discuss the child's needs with the Special Needs Co-coordinator. Different children will require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalized learning delivered on a one-to-one basis.

Q. How will my child be included in activities outside the classroom including school trips?

Your child will be fully integrated into the life of the school and curriculum, recognizing the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school. They will be supported fully (1:1 basis) by a member of teaching or support staff ensuring they are safe and secure at all times. We will liaise with parents when planning school trips via letter and, where needed, individually for those children who may have medical or disability requirements. We involve all pupils in out of class activities within the school grounds and adapt as necessary and aim to ensure all pupils can take part. School trips are organised with reference to the individual needs of children and planned accordingly. Our school has a breakfast club which runs from 8 am every day. School staff run some after school clubs and we also have outside agencies in to school who provide further opportunities e.g. Karate. We endeavour to provide support to enable all pupils to attend.

Q. What support is there for my child's emotional and social well-being?

We are an inclusive school; we welcome and celebrate diversity. As demonstrated in our 'Vision Statement' our team of staff believe in building high quality relationships with the children in order to develop high self-esteem.

The class teacher has overall responsibility for your child's wellbeing whilst in school, and as such will be your first point of contact. The class teacher can liaise with the SENCo for additional and further support with any pastoral, medical or social care issues. On occasion it may be appropriate to contact outside agencies such as Health and Social Services, Emotional Literacy Support, Educational Psychology or Primary Support Team for guidance and we will work alongside them where necessary.

Q. What training is provided for the staff at Fellgate who are working with children with Special Needs?

The SENCO at **Fellgate Primary School** is **Miss Godfrey**, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination at Edge Hill University. She has been our SENCO continuously since January 2012. She has also

experience at teaching SEN and children with Autistic Spectrum Disorder (ASD) as well as primary age pupils.

Miss Godfrey is available on 0191 4894801 or sgodfrey@fellgate.s-tyneside.sch.uk.

Miss Godfrey is responsible for attending regular update meetings and briefings, and shares these with members of staff in school. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies. At Fellgate we are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary. Recently, whole school training has been delivered by a specialist teacher of the deaf to teachers and Support Assistants.

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Behaviour Support Workers, Social Workers, Pediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator and Head Teacher are able to consult with South Tyneside Council for advice and support.

Q. What specialist services are Fellgate able to access?

Where appropriate, Fellgate are able to access expert advice in a range of areas, including health through our School Nurse, Educational Psychology, Occupational Therapy, Speech and Language Therapy and Children's Mental Health Services, amongst others. Referrals to these outside agencies and support services are subject to their own guidelines and time frames.

Q. How accessible is Fellgate Primary School?

Fellgate Primary School is a single storey building with all the classrooms having fully and easy access to indoor communal areas (such as the ICT suite or hall) and outdoor provision. An accessible toilet is available in the main entrance to our school. We have close links with the Occupational Therapy and Physiotherapy services who are able to suggest adaptations, as required, to make our school as inclusive as possible. We now have the use of over 40 mini iPads in school to aid learning.

Q. How are parents and carers currently involved in Fellgate Primary School? Who can I contact for further information about getting involved?

At Fellgate we strive to create a sense of community and the parents/carers of our pupils are a key part in this. Prior to joining our school, parents are invited to visit,

and for those with children starting in Year R a New Parents' Evening is held annually. There is two formal parents' evening where you and your child have a chance to meet with the Class Teacher.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all areas of the curriculum.

If your child has additional needs we will share information informally throughout the year, and you may be asked to contribute towards the targets which are set for your child.

Q. How will school prepare and support my child to join the school?

We organise several pre-visits to school for reception children prior to starting school and we hold information sharing meetings for parents and carers in the summer term. We also have close links with various nurseries within our community. Visits to our school are warmly welcomed, especially for parents and children who join our school at other times of the year or in other year groups.

Q. How will Fellgate prepare and support my child to move onto Secondary School?

We work closely with Jarrow and Boldon Schools, our main 'feeder' schools, to ensure all pupils are familiar with their new setting. We work closely with staff to share relevant information about the children. The children will have opportunities to visit during Year 5 and 6. We also work alongside the Emotional Resilience Team who run an additional support program specifically tailored to aid transition for more vulnerable pupils. This is carried out for Year 6 in the summer term. If it is felt more support is needed for your child's transition we will arrange this in conjunction with his/her new school with the support of our SENCo.

For pupils moving to other Secondary Schools or transferring to other Primary schools during their time at Fellgate, we work closely with that school to ensure that all relevant information is shared, and follow any transition plan they may have in place.

Q. What steps should I take if I have a concern about the provision for special educational needs at Fellgate Primary School?

The normal arrangements for the treatment of complaints at Fellgate Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with **class teachers, SENCo (Miss Godfrey) or the Head Teacher Miss Wilson** to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.