

Fellgate Primary School

Achieving Success Together



SEND Information Report

Document Control

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1.0	Feb 2018	Sandra Godfrey (SENDCo) Colette Cooke (Head of Fellgate Autistic Base)	New Report	Headteacher Governing body
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Mission Statement

Fellgate Primary School are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.

Our school community accepts that each person is an individual with unique needs and aspirations.

We aim to work together to ensure that all can achieve their full potential.

We **RESPECT** ourselves, others, and our environment.

We believe in **EQUALITY OF OPPORTUNITY** for all school community members.

We promote **ACHIEVEMENT** by providing quality education for all, and continually striving to raise standards.

We **CHALLENGE** ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.

We foster **HONESTY AND FAIRNESS**, with all taking responsibility for their actions.

Signed By

Headteacher _____ Date _____

Chair of Governors _____ Date _____

Statement of Intent

Fellgate Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure and safe environment. We hope that they will leave us with confidence, positive memories and a value of their time at Fellgate Primary School.

Our aims are:

To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged:-

- To develop their potential as unique individuals.
- To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society.
- To become active and independent participants in the learning process.
- To develop self-motivation and pride in their work.

To provide education in line with national legislation and local authority guidelines

To plan and deliver a broad and balanced curriculum which will enable all our pupils to develop their social, intellectual and physical potential.

To provide equal opportunities for all our children so as to develop and extend their social, intellectual and physical potential.

To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

Specific Statement of Intent

To provide education and fulfil the statutory requirements outlined in the SEND Code of Practice 2015 with national legislation and local authority guidelines

SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEND):

In our school we make provision for pupils who have any of the needs listed below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. We tailor our support accordingly for each child.

The Autistic Base is an Attached Specialist Provision at Fellgate Primary School, with 39 places for pupils aged 4-11 years, whose primary special need is Autistic Spectrum Condition and other complex difficulties related to their diagnosis. In the Autistic Base the pupils follow a personalised curriculum that addresses their academic and communication needs alongside developing their life skills.

All children in school have support within lessons through differentiation and quality first teaching strategies. This means that activities are planned accordingly to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support. Each class has the benefit of at least one Teaching Assistant.

Areas of needs

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

All staff as part of their role undertakes continuing professional development which involves in- school training and attending courses away from school. 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 required. In addition, Diabetes and Epipen training has been provided by the School Nurse or other NHS professionals to ensure the relevant staff are conversant with the appropriate action or medical procedure required. All teaching assistants have training at basic First aid further training may be provided depending on the needs of the children.

All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Care plans are passed on to the relevant Class Teacher and the master copy is kept in SEND records. All staff are aware of pupils in school with allergies (food and external).

We identify and assess pupils with SEN using the following methods:

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Speech and Language Link, teacher assessment/observation).

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. PIVATs is successfully employed to provide a framework for this process if pupils are working below National Curriculum levels.

Other methods used by teachers to identify pupils with SEND are as follows:

- Discussion with parent/carer to see if they have noticed anything/have any concerns
- Ongoing teacher assessment and observation
- Progress against the Early Learning Goals in the Foundation Stage
- Progress against English and maths targets
- Performance against National Curriculum expectations
- Standardised screening or assessment tasks (eg Salford Reading and Comprehension Tests, Communication and reading screening, Catch-Up Numeracy assessment Read)
- Results from Statutory Assessments (end of Years 2 and 6) and Teacher Assessments in Years 1 and 3 to 5.

Our school will use the following cycle of Assess, Plan, Do and Review cycle for all children. Class teachers will use their on-going 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).

We evaluate the effectiveness of our SEN provision in the following ways:

The effectiveness of the school's provision for pupils with SEN/D is evaluated through the schools on-going monitoring cycle by the Senior Leadership Team and Governors. This includes:

Termly pupil progress meetings (or more if felt appropriate) and analysis of this data
Learning walks or Lesson observations
Book/work scrutiny
Numeracy and Literacy Audits
Provision Management audit

The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes is discussed at parents meetings and when updating any individual provision plans/maps.

Reviewing children's academic outcomes, as well as targets set on EHC and SEND Support plans allows us to see how well our children achieve academically and socially. We continually evaluate in order to improve! The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENDCo and Senior Leaders regularly review the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress.

This data will be shared with governors and will be judged by external moderators such as Ofsted.

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

Effective half-termly assessment in school makes it possible for teachers to monitor every child's progress over time. Our tracking system keeps valuable time lines and notes that are vital records. Open and transparent meetings with class teams and within staff meetings ensure that staff have dialogue that connects children and their learning, including moderating against benchmarks. Pupil progress meetings are held termly with teachers and senior leaders which helps in early identification and quick signposting if a child's development in any area is less responsive.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**.

At Fellgate Primary School, we follow a graduated support approach which is called "**Assess, Plan, Do, Review**".

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

As part of this approach, we will produce a Individual Provision Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.

A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan.

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children EHCPs) your child if felt appropriate will be invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting in our 'All About Me' worksheet. Children at the Additional Support phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to their Individual Provision Plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Our approach to teaching pupils with SEN includes:

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- the teacher has 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 SENDCo or outside staff) may need to be put in place to support your child to learn.

The class 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:

- delivered in the classroom or outside, in other smaller rooms or areas around the school.
- delivered by a teacher or most often a Teaching Assistant who has had training to run these groups.
- Delivered by SENDCo

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. Outside agencies support can be sought at this point.

We adapt the curriculum for pupils with SEN in the following ways:

Fellgate Primary prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offer small group support to promote skills identified in the child's Individual Provision Plan

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

Fellgate Primary School is a single storey building with all the classrooms having fully and easy accessible 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.

All pupils are fully integrated into the life of the school and curriculum, recognising 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 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.

The following emotional, mental and social support is available for pupils with SEN:

A range of provision led by the our SENDCo and teaching assistants include

- 'Time to talk'
- Lunchtime club (emotional and social support)
- Nurture/Social skills Group (weekly)
- Individual social stories and individual pastoral support on a daily basis

We are an inclusive school; we welcome and celebrate diversity. 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 SENDCo 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 Early Help Team for guidance and we will work alongside them where necessary.

The name of our SEN Co-ordinator (SENDCo) is: Miss Sandra Godfrey

- We have a highly experienced staff in our Autistic Resource Base with detailed expertise in ASC.
- We also have a number of staff trained in Dyslexia and who have attended Early Bird+ Training as well as staff who regularly access SEND Training led by the Local Authority.

In addition, we use the services of the following specialists:

- Hearing Impaired Support Service (for pupils with a hearing or visual need).
- Speech and Language Therapy Service (SALT).
- Educational Psychologists
- CYPS (Child and Young People Services)
- CAMHs (Children & Adolescent Mental Health Services) – Life Cycles South Tyneside
- Specialist Dental Service (NHS)
- School Nursing Service
- Sexual Relationship Works (South Tyneside)
- Early Help Assessment Team EHAT (TAF)
- Bereavement Support (CRUSE)
- Independent Counselling
- The PLACE (for Looked After children)
- Emotional Resilience Team
- Physiotherapy DCD Clinic
- EMTRAS

We currently possess the following equipment and facilities to assist our pupils with SEN:

Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom. Adaptations to furniture are sought where necessary through the involvement with the Local Authority (NHS) Occupational/Physiotherapy Therapy Service. The school has a range of ICT programs for pupils with SEN in addition to headphones, iPads, computers and interactive whiteboards with touchscreens installed in every classroom.

Other specialist equipment purchased include:

- Pencil grips
- Wobble boards/busy feet
- Sensory cushions
- Writing slopes
- Weighted objects
- Fidgets
- Ear defenders
- Trampet (small trampoline)
- Therapy ball
- Makaton symbols (Board Maker) – visual prompts
- Independent counsellors for SEMH support
- Base Sensory Room
- Base Swing

Each school in South Tyneside receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k

of support for children with SEN – after which they can request addition ‘Top Up Funds’ from the Local Authority; generally this is for children with very high needs and often in receipt of a EHCP. In order to access these funds, the school produces a ‘Costed Provision Map’ – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available on Local Authority Local Offer Website.

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

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 through the Individual Provision Plan.

Parents/of LAC (Looked After Child) pupils are formally invited to PEP (Personal Education Plans) meetings which are held twice a year and their views sought with regards to educational targets and outcomes in addition to social and emotional skills.

Prior to annual reviews of EHCP’s, parents are invited to put forward their comments and views on the ‘All about my child’ form.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

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, SENDCo (Miss Godfrey) or the Head Teacher 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 SEND 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.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

The school enjoys good working relationships with a wide range of professionals who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

See list of specialist support above

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

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

HELPLINE Office: 0191 424 6345

E-mail: Gillian.Harte@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 SENDCO for support to gain the information they require.

Our transitional arrangements for pupils with SEN include:

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 SENDCo.

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.

South Tyneside's local offer, explaining what is available on a local authority basis, can be found using the following link:

The local authority's local offer is published on

www.southtyneside.gov.uk/article/22387/south-tyneside-local-offer

