



# Inclusion at Spring Gardens

Mrs Kate Wankowicz  
Deputy Headteacher  
and SENCO

At Spring Gardens Primary School we believe it is essential to provide a well balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability [SEND], receive a high quality, accessible and inclusive curriculum.

We are committed to promoting equality of opportunity regardless of race, belief, disability, sexual orientation, gender or class and to provide equality of access for all.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences; these include social, physical, moral and spiritual development. We strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

There are times when some children need additional help and support in order to achieve this. This may be due to a specific learning difficulty, disability or more global delays.



Some of the most common difficulties are listed below.

- Dyslexia/ Dyscalculia/ Dyspraxia
- ADHD/ADD [Attention Deficit Hyperactivity Disorder]
- Speech and Language Delays
- Speech, Language and Communication
- Social, Mental, Emotional Health
- Fine and Gross Motor Skills Delays
- Visual and Hearing Impairments



**Who are the best people to speak to if I think my child may have Special Educational Needs or Disability?**

If you have any concerns about your child, you must speak to your child's class teacher straight away. Mrs Wankowicz is the SENCO and is happy to talk through your worries about your child's learning and needs.

## **What are the different types of support available for children with SEND in Spring Gardens?**

### **1. Class Teacher input via excellent targeted classroom teaching also known as 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 based on building on what your child already knows, can do and can understand.
- that different ways of teaching are in place so that your child can be fully involved in class.
- that specific strategies are in place to support your child to learn.

### **2. Specific interventions with a teacher or teaching assistant for small groups of children.**

These include:

- academic, social, emotional or behavioural needs.
- take part in or out of class.
- led by a teacher or most often, a fully qualified teaching assistant.

### 3. SEN Support

This means they may have been identified as needing some extra support in school.

For your child this would mean;

- They will engage in sessions with specific targets to help them to make more progress.
- Specialist support following advice and programmes from outside agencies:

For example:

- Speech and Language Therapy
- Language and Communication
- Dyslexia
- Occupational Therapy
- Sensory Support
- Educational Psychologist
- Behaviour Support Team
- CAMHS [Mental health]
- ACORNS [Therapy and counselling]



At Spring Gardens we take our pastoral care really seriously. We know that children learn well when they haven't got worries or concerns.

Mrs Royle is our Care, Guidance and Support Lead. Her role is to help remove any barriers to learning and wellbeing by working alongside the child and the family. She provides support and guidance to children who are experiencing difficulties in and out of school due to social, emotional or behavioural problems.

**Some of the most common issues include;**

- Difficulties or changes at home such as bereavement, separation or divorce.
- Challenging or difficult behaviour of children in school or in the home.
- Issues related to friendships
- Confidence and Self-esteem

Mrs Royle works with children in small nurture groups and on a 1:1 basis to develop skills that help children to learn effectively and cope better in school. She also meets with parents and families and can help with concerns and worries as well give useful advice.

We also have two Thrive Practitioners in school to help support children who need a little more help with their emotional regulation. We have a Happy Head Hub that children can access when they need additional support with their well-being and mental health.

**Education Health Care Plan**

Specific Individual Support for your child in school.

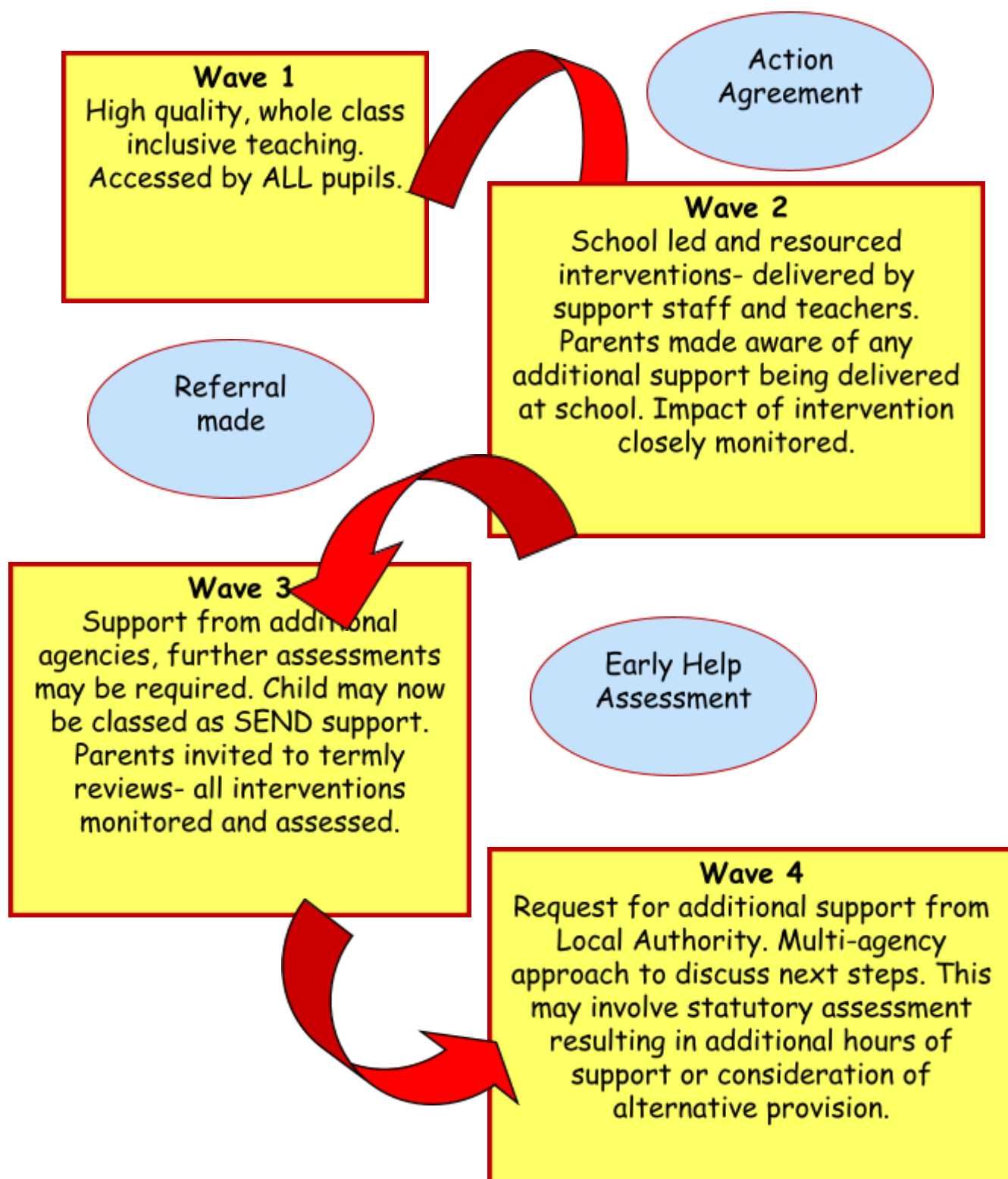
The school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

## **SEND Learning Plans**

Communication between school and home is an important part of ensuring that your child is supported effectively in school. The Class Teacher will share concerns with you relating to learning and also the wellbeing of your child. They will discuss any issues that may arise and will ask for your views too. If it is decided that your child needs additional support, beyond the quality first teaching in class, they may be placed on the SEN Support Register. A learning plan will be created for them which identifies any additional needs and the individual targets and strategies that are carefully planned to help to meet the needs of your child. You will be sent an invitation to access the plan online and you are encouraged to contribute to this plan and share your views and thoughts. These plans are reviewed three times per year. Sometimes a child meets all of their targets and no longer needs a learning plan. At this stage, they will be taken off the SEN register, but we may monitor them for a while to ensure they remain on track.

At any stage you can contact the school to discuss your concerns.

The following flow diagram shows the approach we use in identifying and supporting children who may have additional needs. Identifying children as having Special Educational Needs is not a straight forward process and one that we consider very carefully. We assure you that we will keep you informed every step of the way.





## INCLUSION TEAM

Mrs Kate Wankowicz is our Deputy Headteacher and SENCO.

Mrs Fiona Royle is our Care, Guidance and Support Lead

We have a team of dedicated support staff across the school.

You can contact the school to speak to Mrs Wankowicz on 0191 3009750

For more information, remember to check our website.

[Inclusion / SEN/D | Spring Gardens Primary School](#)

### **Local Authority Support**

You can find out more about North Tyneside Local Offer at

[Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)

