



Special Educational Needs and/ or Disabilities Report and Local Offer



Reviewed Annually

SENCO: Mrs Kate Wankowicz

SEND Governor: Mrs Claire Hawkes

Contact; springgardens.primary@northtyneside.gov.uk 0191 3009750

Spring Gardens Primary School is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally, physically and educationally. 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.

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

- Parent and pupil views are very important to us; these are collected in the following ways:
- Parent and Pupil Questionnaires
- Feedback from families during Support Plan and Annual Review Meetings
- Parent consultation meetings
- An open-door approach. Parents and Carers are welcome to approach the school at any time.
- Regular meetings with children and their families.
- Meet and Greet every morning

Supporting Pupils with Special Educational Needs/ Disabilities and their families

- The SENCO and class teachers will coordinate special needs identification, assessment and support.
- The SENCO will liaise closely with the class teachers and support staff, learning mentor and external agencies. In addition to day-to-day liaison, there will be scheduled review meetings.
- Parents and Carers will be informed if their child has an identified spec encouraged to discuss and support any additional teaching or educatic programme provided.
- Children with special educational needs will often be supported in the classroom situation. The SENCO and class teachers will devise learning strategies to accommodate children of all needs and abilities and will liaise regularly.



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 or Hearing Impairments
- Physical Disability

Identifying a child as having Special Educational Needs is not a simple process and we endeavour to involve parents and carers during this. When a pupil is identified as having special educational needs, we support their development and progress by:

- Using assessments/observations and other information to identify individual needs.
- Development of a Learning/Behaviour Plan
- High quality targeted teaching to support areas of concern.
- Specialists in school support and interventions are put in place. These can include
- Discuss progress and next steps with the family.
- If necessary, complete Early Help Assessment/ create a Support Plan and arrange a review meeting.
- Involvement from additional agencies where the need has been identified
- Review meetings where parents and carers and all professionals working with the pupil are invited. Discuss application for Education, Health and Care Plan if appropriate.

Supporting the Transitions for children with SEN/D

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any such changes are as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible, hand delivering, where this is an option.

When moving classes in school:

- Information will be passed on to the new class teacher, well in advance, through a formal handover meeting with the new teacher.

- All relevant paperwork will be shared, during this meeting, including the current Learning Plan.
- Your child will visit the new class and spend time with their new teacher.
- If your child needs help in understanding the process of moving, this can be done in which ever way is most suitable, such as the provision of visits, photographs or a book.

In Year 6:

- The SENCO, Child and Family Support Mentor and Year 6 class teacher meet with the SENCO of your child's future secondary school to discuss the specific needs of your child.
- Secondary schools provide specialist sessions, visits and additional opportunities for students with SEND as appropriate.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead, adapted to meet their individual needs, as required.
- Your child will visit their new school on several occasions and in staff from the new school will come to Spring Gardens to visit your child.

At Spring Gardens we believe that a collaborative approach is vital in order to achieve the best outcomes. External Agencies providing services to pupils with a special educational need/disability in school include:

Behaviour Support through Silverdale ARP

Educational Psychology Services

Occupational Therapists

Speech and Language Therapists

Language and Communication Team

Dyslexia/ Dyscalculia

Child and Adolescent Mental Health Services [CAMHS]

Health e.g Nurses, Health Visitors

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Recent training includes:

ACES
Adaptive Teaching
Thrive
Mental Health First Aid
Inclusion Event
SEND School Census
Closing the gap
Early Help Assessment
Outcomes within Education Health Care Plans
Provision Mapping
ASD in Mainstream
Drawing and Talking
Managing Transition of vulnerable children
SEND Conference
Positive Handling Training
Language and Communication EYFS Staff training and workshop
NASENCO
Whole School Dyslexia Training Twilight Part 1
Whole School Dyslexia Training Twilight Part 2
Dyslexia Workshop: Spelling Choices
Dyslexia Workshop: Longer words

School entitlement offer to pupils with special educational needs or disabilities

Support Available Within School

Communication and Interaction Needs: e.g. <ul style="list-style-type: none"> • 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 need 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 literacy and numeracy.
- 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 need of the pupil.
- Differentiated curriculum and resources

Social, Mental and Emotional health

- **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.
- Information and support is available within school for behavioural, emotional and social needs.

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 and acted upon to meet the

needs of pupils who have significant medical needs.

- Access to Medical Interventions.
- Access to programmes to support Occupational Therapy / Physiotherapy.
- Support with personal care if and when needed.

How can I let the school know 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 and/or SENCO initially, by making an appointment at the school office.

This can be done either by calling in person or phoning (0191) 3009750

If you are not happy about the way that your concerns are being addressed, and that your child is still not making progress, you should speak to the Head Teacher.

Should you then continue to feel no progress has been made and steps are not being taken to tackle the issues, please contact the SEND Governor.

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

Note

Parents can contact SENDIASS, a Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191

6434160 or sendiass@northtyneside.gov.uk

Further Information

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 at Spring Gardens Primary School, please contact Mrs Kate Wankowicz (SENCO] via the school office, springgardensprimary.org.uk or by calling in person or phoning (0191) 3009750

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