



SEN Information Report 2019-20

Tyneview Primary School is a fully inclusive school that strives to ensure that all pupils are supported to reach their full potential. We aim to consider the whole child and promote personal, social, emotional and academic skills and qualities, regardless of; gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. To aid and support our SEN provision we have a fully qualified SENCO (Special Educational Needs and Disability Co-ordinator) and a range of support staff. We also work very closely with our Primary Welfare officer, attendance Officer, Educational Psychologist and other multi-professionals from a wide range of outside agencies. We also employ a counsellor to support children with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

We also provide an Additional Resource Centre (ARC), which caters for up to 8 children with additional communication difficulties. The children usually have a diagnosis of ASD. This resource is staffed by 2 ARC managers (part time) and a qualified team of support staff.

Tyneview prides itself on good, positive working relationships with both families and the local community. Working closely with our parents is an incredibly important aspect of our schools success. Your support is vital to ensuring the best outcomes, academically, socially and emotionally for each child.

We have developed a strong Welfare Team that consists of a Primary Welfare Officer (PWO), Attendance Assistant and a Family Intervention Partner (FIP). This team works exclusively with all families who require their support or intervention.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability.

Tyneview SENCO –Miss Vashti Sergison (0191 2626227)

Tyneview Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view Newcastle Local Offer:

Parents can also contact their local **Parent Partnership Service** for impartial information, advice and support in relation to their child's SEN and/or disability.

SENDIASS (SEND information, support and advice service) can be contacted on 0191 284 0480

or by email: judith.lane@newcastle.gov.uk



For all children at Tyneview Primary with an additional need:

- We strive to work closely with parents to gain a full understanding of their child's additional needs: you know your child best and it is essential that communication is regular and consistent to ensure the best outcomes for all children.
- We use SEND Learning Passports for children whose needs cannot be met through normal classroom differentiation and quality first teaching. These clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them. These targets are carefully selected by the class teacher and the support staff in order to ensure that the targets are meeting the particular needs of the child. These are particularly useful for transition.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips, are accessible to all our SEN children. When this is not possible, adjustments are made to ensure that children can be involved as much as possible.
- Support staff, and additional teachers, are placed where they are needed throughout the school to ensure pupil progress, independence, nurture and value for money. Parents are welcome to view their own child's provision map.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have a fully qualified SENCO who can provide advice and guidance to staff.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- We utilise the strengths and areas of expertise of staff (such as the ARC staff) to ensure support and guidance for staff and pupils.

For pupils with a higher level of need or a statement of SEN or an Education Health and Care Plan (EHCP)

- Staff are trained to produce more detailed planning for these children and monitor their progress daily.
- To support learning we focus upon Individualised programmes of work across several areas.
- Annual reviews of a statement for SEN or a EHCP with recommendations will be submitted to the local authority when completed.
- Multi-agency planning will take place as and when required and assessment of targets assessed at interim reviews.

Where there are additional interventions and support, **the impact of these will be evaluated** as part of the review cycle as well as part of data scrutiny. We also strive to capture **pupil and parent voice** in order to evaluate the success of the interventions and the provision provided.

For children who are looked after by the authority and have SEN, review arrangements will take place through PEP meetings and the usual SEND review framework.

Types of SEN for which the following provision is made at Tyneview Primary School.	Support/provision made at Tyneview Primary School
<p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	 <ul style="list-style-type: none"> • We have an Additional Resource Centre for children with communication and interaction difficulties, with highly skilled and experienced staff. All children within our ARC are integrated within their mainstream classes; therefore, all staff are experienced when working with children who have these difficulties. We have a number of children with ASD within the mainstream school, who are well supported and successfully included in all aspects of school life. • Visual timetables to support children to understand what will happen and when • Support during times of stress or anxiety • Social skills support through small group intervention eg. Friends programme, social stories • Use of ICT where possible to reduce barriers to learning • Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • Rewards of golden time which is appropriate for each child and can be adjusted from the whole school policy to address the needs of each child • Small group or one-to-one support for developing pupils' speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Resources to reduce anxiety and promote emotional wellbeing and address any sensory processing difficulties eg. fiddle toy, stress balls and weighted blankets. • Use of individualised reward systems to promote learning and enhance self-esteem • A number of staff who are fully trained in 'Team Teach' and can therefore restrain safely and effectively when a child may be in crisis.
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties 	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CAMHS) • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Access to counselling services • A restorative approach to behaviour management, which encourages children to think through their actions carefully and be aware of the consequences of their actions, as well as the feelings of others. • Use of Boxall Profile to identify any nurture needs. We also have a nurturing group, which includes a small number of children, to help build self-esteem, social skills and promote inclusion within the main stream.
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • Strategies to promote and develop literacy and mathematical skills with increasing independence • Smaller classes where there is a significant number of children with a similar need • Targeted small group support in class from the class teacher and teaching assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths eg. Rapid Reading, First Class at Number, toe-by-toe, reading recovery programme • Differentiated phonics teaching or repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within (lower KS2). Reinforcement of phonic knowledge in upper key stage two. • Flexible intervention (based on class work) to ensure that children have the opportunity to consolidate their learning and practice skills so that they do not fall behind • Use of practical resources to support different learning styles • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas



	<ul style="list-style-type: none"> • Multi-agency involvement with the family as required
<p>Sensory and/or Physical Needs This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • We work closely with outside agencies such as the HI team in order to ensure that all staff are trained appropriately and relevant equipment is appropriately used. • Alternative ways of recording ideas/writing/investigations • All staff are open to additional support that specialists can provide

If you have any concerns about your child's SEN, progress or provision we would urge you to arrange to discuss the matters further with your child's class teacher or the school's SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure as outlined in the prospectus and website)

Other useful information/contacts

Family, Advice and Support Team.

(Supports families with disabled children/young people from birth to 25 years)

They can be contacted on 0191 2818737 or at information@skillsforpeople.org.uk