



Shiremoor Primary School
Local Offer for Children with
Special Educational Needs
and/ or Disabilities

Whole School Provision Offer

Shiremoor Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities.

Our School's Offer for Pupils with Special Educational Needs and / or Disabilities

Our School Offer lets you understand how we support pupils with special educational needs and disabilities. We consult with pupils and their families on our local offer by meeting with parents regularly through SEN reviews, parents' evenings and informal meetings. These can be prompted by parents, teachers or external professionals.

How will school support my child and their additional needs?

Children are identified as having a special educational need when their level of progress has become a cause for concern. As a school we recognise the importance of early intervention and therefore ensure that when a child is identified as having a special educational need we put support and strategies in place quickly and effectively. We also ensure that the support and strategies are specific to the child's individual needs. A child with a special educational needs may be supported in a number of ways:

- by in class quality first teaching by the class teacher with appropriate strategies in place
- in a small group within the classroom with a teaching assistant
- on an individual basis within the classroom with a teaching assistant
- in a small group in a room outside the classroom with a teaching assistant -on an individual basis in a room outside the classroom with a teaching assistant

Children may also be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child. Some children may also be given a Statement of Special Educational Needs or Education, Health and Care Plan.

Who will explain this to me?

Our Special Educational Needs and Disabilities Coordinator (SENDCo) oversees all support and progress of any child requiring additional support across the school. We will let families know about any concerns about a pupil's learning by contacting and arranging an information meeting to discuss next steps. Class teachers will liaise with the SENDCo to discuss matters further.

What support is provided for my child?

When a pupil is identified as having special educational needs, we support their development and progress by using provision maps to monitor the support given to them and all children with additional needs. We then review the use of resources to maximise the effectiveness. Small group work, individual support and support within the classroom should ensure a child meets their individual targets.

Pupil Support Plans will allow class teachers to differentiate work and provide support where needed. Individual support is used to teach, practice and develop skills related to targets on their Support Plans. Support staff will have a clear understanding of targets and how to achieve them.

If a child is not yet on the SEND register but is showing little progress, intervention will be put in place by the class teacher and they will receive quality first teaching to target their need(s). Intervention is monitored using assessments; this will inform the class teacher and SENDCo if the child is making expected progress or if they need on-going or long-term support. Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.

One-to-one and small group work is encouraged where needed to support individual needs. Interventions are put into place where and when needed and these are reviewed on a regular basis.

Who will support my child?

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team
- Children's Services
- Dyslexia Team
- Occupational Therapist
- LEAPs
- Sensory Services
- Pupil Referral Outreach Team
- Dene Communication Centre
- Public Health
- GPs
- Education Welfare Officer
- EMTAS

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local secondary school and further visits for vulnerable children; we liaise with staff, including SENDCo of the receiving schools. Should children need to transfer to specialist provision a transition plan will be put in place.

What training have the staff supporting children with additional needs had / are currently having?

At Shiremoor Primary School we have members of staff trained in:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia

- Speech and Language difficulties
- Difficulties with attention and listening and working memory
- Makaton
- Numbers Count programmes
- First Class @ Number 1 and 2 programme
- Success @ Arithmetic programme
- Numicon
- Reading Recovery
- First Class @ Writing
- Inference and Deduction
- Boosting Reading Potential (BRP)
- Social programmes including Time to talk, social stories, SEAL
- Dyslexia programmes including Toe by Toe and Nessy
- Language and Communication programmes including Nursery, Reception and Key Stage One Narrative
- Speech Therapy programmes
- ICT programmes to support learning including Clicker and Communicate in Print

Our Special Educational Needs and Disabilities Coordinator (SENDCo) provides advice and guidance to staff in relation to any concerns which may arise.

How will my family be supported?

Our school works in partnership with families to help them support their children’s learning outside of school. In school we have a Lead Learning Mentor, who supports families in variety of ways. The Lead Learning Mentor and SENCO regularly review Early Help Assessments to allow additional needs to be met. Families are also signposted to services / organisations through the Local Offer.

What else may I need to know?

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 looks 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 here at Shiremoor Primary School then please contact the school to make an appointment with the SENCO on 0191 2008701

| School entitlement offer to pupils with special educational needs or disabilities | |
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| | Support available within school |
| Communication and Interaction Needs: e.g. • Autistic Spectrum Disorders | <ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction for interventions. • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. |

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| <ul style="list-style-type: none"> • Speech, Language and Communication Needs • Social communication difficulties | <ul style="list-style-type: none"> • 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. • 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. • Regular staff training in areas of SEN. |
| <p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties | <ul style="list-style-type: none"> • 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. |
| <p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing | <ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help children deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times and break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs. |
| <p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment | <ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. |

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| <ul style="list-style-type: none"> • Multi-sensory impairment • Physical and Medical Needs | <ul style="list-style-type: none"> • 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. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All areas on the ground floor are wheelchair accessible. • The school has disabled toilets / facilities |
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If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator. Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents. We ask parents/carers to contact the school in the first instance.

Note: Parents can contact The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.