Tweedmouth West First School

Respect Responsibility Resilience

SEND Information Report and Policy

Mrs Joanne Anderson (SENDCo)

April 2021

Tweedmouth West First School

SEND Information Report & Policy

Updated April 2021 (For Compliance, see Appendix 1)

Introduction

'The purpose of education for all children is the same, the goals are the same, but the help that individual children need in progressing towards them will be different.' (Warnock)

We seek to create an inclusive environment in which the teaching and learning, achievements and well-being of every individual matters. Whether the learning takes place in the school building, in the outdoor environment, or in the wider environment, we ensure all children have the same opportunities.

The information below outlines our approach to supporting children with additional needs (please see appendix 2 for a definition of SEND and the categories). If you have questions about the information contained in this report, please contact the school office to arrange an appointment with **Mrs Joanne Anderson,** school **SEND coordinator**.

We believe our provision for children with SEND is good. According to our most recent OFSTED inspection (February 2020) it stated: ***'Pupils with special educational needs and/or disabilities (SEND) receive strong support which allows them to make the most of the opportunities on offer. Many parents and carers who made their views known to us agree. For example, one parent said: 'The staff here have gone above and beyond to help my child. I'll never stop praising this school.' Leaders are quick to identify pupils who need extra support. They make full use of specialist advice and training to put the right support in place. As a result, pupils with SEND receive the help they need.'***

At Tweedmouth West First School we believe that:

- At Tweedmouth West we recognise that children have a basic human right to be educated alongside their peers despite their individual special needs or disability, provided that those needs can be fully met.
- We promote high standards, and all pupils, regardless of their particular needs, are offered inclusive teaching , which enables them to make the best possible progress and develop as valued members of our school community.
- It is vitally important to establish a working partnership between home and school and parents will be kept informed of their child's progress through termly meetings and an annual report.
- We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.
- All children can achieve, so every member of staff strives to deliver high quality teaching which is appropriate to the needs of the class. Sometimes children need specific interventions which are delivered in a small group or on a one to one basis out of the usual classroom. Wherever possible, resources are allocated to support the provision of SEND in our school (see appendix 3 for detail of our provision).
- There will be times when we will require the assistance of other professionals in our efforts to make appropriate provision for our pupils. This advice will be sought in a timely manner and follow the procedures outlined by Northumberland County Council. https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx

School Information	Mainstream First School for children aged between 4 and 9 years
% of pupil on SEN register	April 2021 - 20% of our children are on our SEN register The national average for children with SEND is 15% (January 2020)
Accessibility	Currently we have complete wheelchair access, 1 disabled toilet and changing area.
Admissions	Our admissions process for children who have additional needs is carefully considered. We follow Northumberland County Council's admission procedures for all children, including those with SEND. All aspects of the child's needs will be taken into account; we want to make sure that starting school is a positive experience. http://www.tweedmouthwest.northumberland.sch.uk/website/admissions/108743
Core Offer	All children in our school benefit from Quality First teaching. As a small school, we know our children very well and use a range of teaching strategies to ensure all children make good progress from their starting points. We have a wealth of staff experience and expertise. The school has benefitted from staff training across many areas, including: ● Elklan trained HLTAs ● Read Write Inc trained staff so we provide interventions for children needing support with phonics ● TA and teachers trained to deliver Talk Boost. **Talk Boost** is a targeted and evidenced based intervention, which supports language delayed children in KS1 to make significant progress with their language and communication skills. ● ELSA Trained TAs (Emotional Literacy Support Assistant) ● ASD training is on-going with the High Incidence Needs Team ● Autism Education Trust trained member of staff ● Toe by Toe (reading intervention) ● TAs and Teachers trained in Precision Teaching (teaching strategy for ensuring high levels of fluency and accuracy) ● 1 member of staff trained in delivery of the BU programme which supports children with emotional well-being and positive mental health. ● Two members of staff training as Thrive Practitioners (Therapeutic approach to help support children with their emotional and social development) ● Whole Staff training – Hearing Impaired (March 2019) ● Whole Staff Training – Achievement For All (2018-19) ● Whole Staff Training - ADHD (CYPS) June 2019 ● HLTA trained in the delivery of Nurture Group ● The school SENDco attends termly training through the Northumberland SENDCo Partnership meetings We also access specialist provision and advice from The Grove Special School.
Complaints	If you are unhappy about how your child is being supported in school, in the first instance speak to your child's teacher. If you are still unhappy and the matter has not been addressed, please speak to Mrs Anderson SENDCo/Year 1 Teacher. If she cannot resolve the issue, please make an appointment to speak to Mrs Robertson, the head teacher. If the issue is still not resolved, please refer to the school's complaints procedure available on our website.http://www.tweedmouthwest.northumberland.sch.uk/website/complaints_procedure/219372
SEND at Tweedmouth West First School	Children are identified as having special educational needs through ongoing teacher assessments, informal monitoring of progress, through discussion among staff and with parents. We believe in early intervention and use strategies and programmes to

support children with their needs at the earliest opportunity (please see appendix 4 for detail on identification of SEND).
We will follow an Assess-Plan-Do-Review (APDR) model. This means that we will **assess** any challenges to a child's learning, **plan** what will best help, **carry** out the plan, **review** how successful the plans have been. We will talk to parents at the planning and review stages. It may be that cycles are repeated with minor changes over time.

We have a graduated approach to SEN, which includes:

Initial/First Concerns
This is when a Teacher/TA/Parent expresses a concern that a child is potentially facing challenges with learning and their progress is slower than expected. A First/Initial Concerns document will be completed by school staff and a plan will be agreed to help the child. Typically, two cycles of assess, plan, do, review (APDR) will take place, likely to be one term each. For many children, the plans will have a good impact and any barriers to learning will be addressed using these early and low level interventions. They might include small group work within the classroom which targets literacy or numeracy, or a programme developing social skills or language. If, following two cycles, progress has not been as hoped, this will be discussed with parents again. We may recommend that more interventions are needed, and at that point we may think that the next stage of support would be beneficial. This will mean that the child will be placed on the schools SEND register. Parents will be told about this.

SEN support- Pupil Passport/Profile
At the early stages of SEN support, teaching staff will complete a pupil profile/passport. This is a way of us recording the child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used by everyone working with the child to ensure everyone knows how best to support them. Following two cycles of this profile/passport, if it is agreed at the review that progress is still not in line with what is expected, then the child should move onto:

SEN support – SEN Support Plan
At this stage, a more structured and detailed plan will be made which allows the needs of the child to be set out clearly. Parent and child's views will be taken into account and there will be clear, measurable outcomes. Support at this stage may continue to come from within school, but we also might call on outside specialists for advice. This may include some individual support for learning, and more specialist interventions recommended by a suitably qualified person. People who may be involved at this stage are Educational Psychologists, Behaviour Support Teachers, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. This will all be detailed in the plan. The plan will run for at least two cycles, with a review process after each cycle involving all concerned.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multi-agency assessment of need is required.

COSA-Consideration of Statutory Assessment
A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made via a 'COSA

	form' which collects information around what difficulties the child is experiencing, how the school has been supporting them and what impact the support has had. There is also a parent/carer form which parents/carers can complete at this stage to share any information about their child that they feel is important. COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel. The Panel scrutinises all applications to ensure that decisions around the provision of additional resources are allocated according to a level of individual need and are fair and consistent across the County. The Panel will decide whether the assessment of the child's needs has shown the level of need is over and above that which can be met from within schools resources and whether an Education Health and Care Plan (EHC Plan) is required. The EHCP will detail what level of support is required to best meet the child's needs. The Panel may decide that the child's needs can be met by resources within school and recommend that the child continues to be supported at SEN Support.
Partnership with local schools	We work closely with local schools and care providers making the most of the expertise in our area. We can access support and advice from the strong North Northumberland SEND Partnership, the team at Berwick Children's Centre; and from the staff at The Grove School. The SENDCo (Mrs Anderson) attends regular SEND partnership meetings to discuss provision and training needs in our area. This is also an opportunity to ask questions and share advice about approaches to specific areas of difficulty. Anything discussed at these meetings is anonymised and in confidence.
School Staff & Specialist Support Services	Mrs Anderson is the SENDCo for the school and she will liaise with the head teacher, class teachers, teaching assistants and outside agencies. Individual Plans will be put together by the class teacher or by outside agencies which have been involved with a specific child. Individual class teachers are responsible for the implementation and review of any plans. Discussion with the SENDCo is encouraged and welcomed. The school accesses outside support from a number of outside agencies including but not exclusively: ● Speech, Language and Communication Service (Northumberland HINT) ● Speech Therapy (NHS) ● ASD Support Service (Northumberland HINT) ● Emotional, Behaviour and Wellbeing Support Service (Northumberland HINT ● Children's Services ● CYPS (Children & Young People's Service) NHS ● School Health Service (NHS) ● Literacy Support Service (Northumberland SEND Team) ● Psychological Services (Northumberland SEND Team) ● Hearing Impaired services (Northumberland Sensory Support) ● Visually Impaired Service (Northumberland Sensory Support) ● GPs and Health Visitors (NHS) ● EWO (Attendance) ● LAC services (Looked after Children) ● Primary Mental Health Team (NHS) ● NAS (National Autistic Society) ● RDA (Riding for the Disabled Association) ● Occupational Therapy (NHS) ● Early Help
SEND Co-ordinator & Governor Responsible for SEN	Mrs Joanne Anderson is the SEND Coordinator. Mrs Charlotte Barber is the governor responsible for SEND.

Inclusion	Lessons are as inclusive as possible, with adjustments made depending on need. SEND pupils are included in all lessons and school activities. Teachers plan for any SEND pupils in their class. Children are only withdrawn from lessons for interventions when it is felt this is most beneficial to the individual child. Children with SEND are supported by a range of teaching assistants at an appropriate level to ensure access to class teaching. Children needing one to one teaching are taught within the classroom and take part in whole class work whenever possible. Our intention is that children with SEN and disabilities can take part in all school trips, swimming lessons and residential visits. All equipment and resources are modified or adapted wherever possible to meet the needs of children with SEND. We have a sensory room adjacent to the Reception and Year 1 classroom. We have two rooms set up for Thrive Sessions and Nurture Groups. We run successful Nurture Groups, Nurture groups are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups are classes of between six and 12 children supported by the whole staff group and parents. Each group is run by two members of staff. Children attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. The relationship between the two staff, always nurturing and supportive, provides a role model that children observe and begin to copy. Food is shared at 'snack time' with many opportunities for social learning, helping children to attend to the needs of others, with time to listen and be listened to.
Parental Support & Involvement	At Tweedmouth West we know that parents know their child best and we value their input from the outset. Where appropriate we ask children for their input about strengths and weaknesses and their ideas for how we can support them. Parents are always welcome to discuss any issues with their child and, at the first instance, we would ask that they speak to their child's teacher, who may involve the SENDCo and/or Headteacher. If the class teacher is not available, then an appointment can be made to speak to Mrs Anderson, the SENDCo. Parents are invited to termly meetings with the class teacher to discuss the progress of their child and to discuss next steps. At Tweedmouth West, we conduct our home/school partnership by means of:- ● Home visits before the children start school by the Reception Teacher and TA. ● School visits for the Reception children in the summer term before they start school (lunch, PE, activities session) ● Parent Workshops (Maths, Phonics, Reading) ● Information shared via Parent Mail for specific purposes and general information ● Individual Interviews ● Termly class forums ● Open Days and Parent Consultations ● Assemblies and Displays ● Questionnaires ● Home/School Diaries ● Parent Volunteers e.g. After School Clubs ● Team Around The Family Meetings

	● Transition arrangements between classes and new schools are in place to make moving on a positive experience for all involved. Extra visits to Middle Schools for children with SEND are arranged, as can visits for new parents if they wish.
Policies	This document should be read in conjunction with other school policies (which are available on our website), particularly: ● Admissions Policy ● Accessibility Policy ● Local Offer ● Behaviour for Learning Policy ● Health & Safety Policy ● Looked After Children Policy ● Complaints Policy ● Child Protection Policy ● Equalities & Diversity Policy

Conclusion:

By providing this information we hope we have outlined our intentions to provide **all** children the opportunity to make progress towards reaching their full potential. The partnership between home and school is at the heart of all we aim to achieve and we make every effort to listen to and to act upon the views of the child and parent at each stage of the process.

Completed by: Mrs Joanne Anderson (SENDCo)

Date Completed: 9 April 2021

Review Date: April 2022

Appendix 1

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 201: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012

The main changes from the SEN Code of Practice (2001) are as follows:

- Now covers 0-25 year olds and includes guidance relating to disabled children and young people as well as those with SEN
- Focuses on the participation of parents, children and young people (CYP) in decision making
- Focuses on high aspirations and improving outcomes for children
- Gives guidance on joint planning and commissioning to ensure close cooperation between education, health and social care.
- Gives guidance on publishing Local Offer for support
- Gives guidance for education on a graduated approach to identifying and supporting CYP with single Special Educational Needs (SEN) Support - replacing School Action and School Action Plus
- For children with more complex needs, a coordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood

Broad Areas of Need (From Code of Practice (0-25) 2014)
There are four broad areas of need:

<u>Communication and interaction</u>

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

<u>Cognition and Learning</u>

- Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to

need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyper-active disorder or attachment disorder.

- Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or Physical Needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

When children are assessed and identified with SEND, we ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEN are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged as well as promoting independence.
All children have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.
When additional specialist advice and support, beyond what is offered in school, is necessary, we seek parental permission and then contact the appropriate external agencies, working closely with them to promote the child's well-being and development.

Appendix 2

Definition of 'SEND'
The Special Education and Disability Code of Practice: 0-25 years (2014) states:

> *Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
>
> *Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
> - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
> - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with *'…a physical or mental impairment which has a long-term* (more than 12 months) *and substantial adverse effect on their ability to carry out normal day-to-day activities'.* This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Appendix 3

Our provision for pupils with SEND.

Speech, language and Communication Needs.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed? (if required)
Language is simplified with shorter sentences or modified instructions Visual prompts and pictures are used with all children and individually where extra support is necessary PECS (picture exchange communication) Pre-tutoring of new vocabulary Use of thinking time and talk partners to help expressive language	Diagnostic tests can be administered via external services Referral to SLC/SALT (Speech Language & communication/Speech and language therapy) and individual or small group implementation of any programme of work that is recommended. Very strong link with the Northumberland Speech, Language and Communication Support Service

Autistic Spectrum Condition (including Aspergers).

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Classroom seating organised to provide the quietest/spacious area possible Environmental distractions minimised Visual timetables and PECS Appropriate adaptations for 'sensory' difficulties All staff 'know' ASD children due to the small scale of the school population and have received ASD training PSHE lessons deal with issues of difference and peer awareness of ASD included as required	Referral to external agencies according to need including ASD Team, Educational Psychology Service, CYPS (Child and Young Person services).. 1:1 or small group work to develop social skills. Use of social stories Very strong links with the Northumberland Autism Support Service

General/Moderate Learning Difficulties.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Differentiated lessons within mixed age classes allows learning to be adapted effectively for all levels. Multi-sensory teaching methods including	School's internal tracking of progress and data every half term, allows quick identification of pupils not meeting expected levels – phonics/maths Specialist assessment can be conducted, if necessary, via the

visual and kinaesthetic models and images Teaching assistant support across classes is distributed according to need – smaller child: adult ratio Use of ICT	SEND Communication Team Interventions are specifically tailored to the individual's needs and are reviewed at least every half term 1:1 or small group support in or outside of class – delivered according to need. Range of intervention programmes on offer

Specific Learning Difficulties (Dyslexia/Dyscalculia).

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Use of ICT Use of mind maps, scaffolded plans for written tasks, adult scribing Coloured paper and overlays Peer support and partner work Multi-sensory teaching methods including visual and kinaesthetic models and images Black/white contrasts avoided where possible e.g. on the Interactive whiteboard	Some teaching assistants have received training from Literacy Support team to support children with specific learning difficulties. Work includes development of alphabetic skills, memory skills, fact recall, reading, spelling and writing – according to need.

Social, Mental and Emotional Health.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Consistent, clear and simple school rules Thrive Therapy Sessions following a Thrive Online Assessment Range of learning experiences and challenges to ensure success builds on success Flexibility with seating arrangements	Thrive online BU sessions for small groups Therapeutic approach which promotes optimal social and emotional development Reward systems and behaviour plans 1:1 or group support with teaching assistants to develop behavioural skills appropriate to need such as: anger management, social skills and building self-esteem Use of games- adult supported – to build friendships, life skills such as turn taking etc Social Stories

	Yoga for Children Access and referral to a range of external services including, CYPS (Children and Young People's Service), PMHT (Primary Mental Health Team) Early Help Assessments, Early Help Team support.. TAF meetings,

Sensory and Physical Difficulties.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
School follows advice given by the Sensory Inclusion Services. Staff received Hearing Impaired Training (March 2019) SENDCo attends Sensory Support Conference	Eye and hearing tests are conducted by school nurse on request. Staff look out for signs of sensory difficulty and would inform parents if noticed. Examples could include clumsiness, large handwriting, holding paper at strange distances, headaches, not responding to the adult etc. Close links with the Northumberland Sensory Support Team.

Physical Difficulties (including dyspraxia)

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Any advice from medical services is implemented. Spacing at tables is considered and is flexible according to need. Resources are appropriate and adapted if needed including the use of suitable writing equipment, writing wedges and 'fidget' cushions to develop core stability. Rest breaks Children's areas in school are all on one level with ramps up to the main doors so we are fully wheelchair accessible. We have one toilet that is wheelchair accessible and a hygiene room for those children with additional needs.	Staff have considerable experience supporting pupils with fine motor difficulties. Interventions include: wobble cushions, use of ICT, range of pencil grips, writing slopes, thera-putty. Referrals can be made to appropriate external services such as Occupational Therapy through the North Locality Hub. Any programmes of work provided by these services would be implemented in school on a 1:1 or group basis.

Appendix 4

Identification of 'SEN'

A key principle under the Code is that there should be no delay in making any necessary SEN provision as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

> *"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

Some children arrive at our school with identified SEN, in which case the SENDCo will liaise with the previous school to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Following this, and in consultation with all relevant staff at school, the child (if appropriate) and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENDCo or the Headteacher.

Many children may be subject to a period of monitoring and review for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations. Parents will be kept informed termly of interventions taking place.