

Special Educational Needs Information Report and Local Offer

Coquet Park First School

Updated November 2018 by M Andersen

Reviewed by The Governing Body November 2018

To be reviewed November 2019

SEN Information Report and The Local Offer at Coquet Park First School

At Coquet Park, our school motto is Achieve, Believe, Enjoy.

Coquet Park is a fully inclusive school that ensures **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local 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:

- Ensuring the Local Offer is available on the school website
- Providing opportunities to discuss the content of the Local Offer with parents
- Offering opportunities for parents to provide feedback and suggestions.

If you have any further questions or would like to provide us with feedback on our SEN Information Report or Local Offer, please email:

coquetpark.first@northtyneside.gov.uk and use the title 'SEN Information Report feedback'

What is SEND?

SEND stands for Special Educational Needs and Disabilities. The 0-25 SEND Code of Practice (2015) states that 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Children may be identified as having SEND needs when their progress has slowed or stopped, and the interventions put in place by school have not resulted in improvements.

Areas of SEND

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support' – Communication and Interaction needs; cognition

and learning needs; social, emotional and mental health difficulties; and sensory and physical needs.

School entitlement offer to pupil's with Special Educational Needs or Disabilities	
Area of Need	Support Available Within School
<p><u>Communication and interaction needs</u></p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Ear defenders • Support/supervision at unstructured times of the day • Social skills programmes such as 'Socially Speaking' • Self-esteem activities • Pre topic vocabulary teaching • Small group work to improve skills • Strategies/programmes to support Speech and Language Development • Strategies to reduce anxiety/promote emotional wellbeing • Use of ICT to support learning, where appropriate • Work with pupils, parents and staff to develop and review plans based on the needs of the pupil • Support and advice is sought from outside agencies to ensure any barriers to success are identified and responded to • Differentiated curriculum and resources
<p><u>Cognition and learning needs</u></p> <p>Support for learning difficulties may be required when children</p>	<ul style="list-style-type: none"> • Strategies to promote develop/promote literacy and numeracy skills • Provision to support access to the curriculum

<p>learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>e.g.</p> <ul style="list-style-type: none"> - Specific learning difficulties (SpLD) (Dyslexia, Dyscalculia and Dyspraxia) - Moderate (MLD) or Severe (SLD) Learning Difficulties 	<p>and to develop independent learning</p> <ul style="list-style-type: none"> • Small group targeted intervention programmes for reading, writing, maths and social skills • Use of ICT to support learning, where appropriate • Work with pupils, parents and staff to develop and review plans based on the needs of the pupil • Support and advice is sought from outside agencies to ensure any barriers to success are identified and responded to • Differentiated curriculum and resources
<p><u>Social, emotional & mental health difficulties (SEMH)</u></p> <p>Children may experience a wide range of SEMH which manifest themselves in many ways.</p> <p>e.g.</p> <ul style="list-style-type: none"> - Behavioural needs - Social needs - Mental health needs - Emotional health and Well being needs - ADHD/ADD and other attention or concentration difficulties - Attachment disorder 	<ul style="list-style-type: none"> • Behaviour management systems encourage pupils to make positive decisions about behavioural choices • Social skills programmes such as ‘Socially Speaking’ • Listening skills programmes such as ‘Learning to Listen’ & ‘Time to talk’ • Provision of pastoral care for all pupils • Buddy system for younger children • Worry box • Work with pupils, parents and staff to develop and review plans based on the needs of the pupil • Support and advice is sought from outside agencies to ensure any barriers to success are identified and responded to
<p><u>Sensory and physical needs</u></p> <p>Some children require SEND provision because that have a</p>	<ul style="list-style-type: none"> • High definition televisions in all classrooms • Interactive whiteboards in all classrooms

<p>disability that prevents or hinders them from making use of the educational facilities generally provided.</p> <p>e.g.</p> <ul style="list-style-type: none"> - Hearing impairments (HI) - Visual impairments (VI) - Multi sensory impairments (MSI) - Physical disability (PD) - Medical needs 	<ul style="list-style-type: none"> • Use of ICT to support learning, where appropriate • Support and advice is sought from outside agencies to ensure any barriers to success are identified and responded to • Staff receive training where appropriate, to ensure they understand the impact of a sensory need upon teaching and learning • Wheel chair access • Disabled toilets and facilities • Work with pupils, parents and staff to develop and review plans based on the needs of the pupil • Differentiated curriculum and resources
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Inclusion

We actively 'seek to remove barriers to learning and participation that can hinder or exclude pupils with SEN.' We engender 'a sense of community and belonging and encourage all involved to come together and support each other.' (Inclusive Schooling DfES 2001)

The school has regard to the following guidance and legislation:

- Inclusive Schooling (November 2001)
- Special Educational Needs and Disability Act (2001)
- Disability Discrimination Code (2002)
- Special Educational Needs and Disability Code of Practice 0 – 25 (2015)
- Children and Families Act (2014).

Consulting Pupils and their Families about Special Educational Needs/Disabilities

We will let families know about any concerns we have about a child's learning by firstly contacting the parents via the class teacher.

At Coquet Park, we encourage parents to share information with us, and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and Special Educational Needs and Disabilities Coordinator (SENDCo) to discuss next steps.

When a pupil is identified as having Special Educational Needs or Disabilities, we consult regularly with pupils and their families through:

- Regular discussions involving parents, teachers and external professionals
- Developing a SEND Support Plan (previously known as an Individual Education Plan). The SEND Support Plan will be developed through consultation with teachers, parents and pupils and will include feedback from assessments by any external professionals involved.
- SEND Support Plans and children's progress towards outcomes will be assessed and reviewed at a termly meeting with parents, the class teacher and SENDCo. Parents and children's views will be collected as part of this assessment and review process.
- Parents Evenings
- Multi-agency meetings with parents and external professionals, where appropriate

Approaches to teaching and Supporting Pupils with Special Educational Needs/Disabilities and Their Families.

When a pupil is identified as having Special Educational Needs or Disabilities, we support their development and progress by:

- Providing on-going in class support from the class teacher and teaching assistant.
- Providing 1:1 support from external professionals, where appropriate.
- Implementing any specially tailored support strategies and programmes devised by external professionals.

- Ensuring access to learning through the appropriate differentiation of tasks and activities.
- Use of visual support and differentiated resources
- Regular evaluations of the effectiveness of the provision being made for children with SEN in terms of their benefit to the learning and inclusion of pupils with SEND.
- As stated in our Inclusion policy, wherever possible children with SEN are enabled to engage in activities available to children in the school who do not have SEN.

Our school works in partnership with families to help them support their children's learning outside of school.

Families are also signposted to services and organisations through North Tyneside's Local Offer:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Transition - Arrangements for supporting children in moving between phases of education

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 the following support to pupils when they are leaving the school:

- Transition days for staff
- Visits to new setting/school for parents and children
- Parent/child meeting with new and existing staff
- Parent and SENDCo meeting involving any outside agencies working with the child, where appropriate
- New staff visiting the child in their existing setting

Staff training

All staff have completed, and will continue to receive on-going training in Special Educational Needs and Disabilities.

Our Special Educational Needs and Disabilities Coordinator, Michelle Andersen, provides advice and guidance to staff.

External Professionals

If it is felt that specialist expertises are required, external agencies will be contacted. External professionals and teams providing services to children to SEND in school include:

- Educational Psychology Service
- Language and Communication Team
- Speech and Language Team
- Occupational Therapy Service
- Dyslexia/Dyscalculia Team
- Child and Adolescent Mental Health Service (CAMHs)
- Early Help Assessment Team
- School Nurse
- Disability Team

Further Information:

Behaviour and Anti-Bullying Policies are regularly reviewed with a focus on how they affect all pupils, including those with SEND.

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 all pupils, including those with SEND.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with SEND.

Information relating to the policies and procedures for SEND in school will be regularly reported to and monitored by the school's governing body, which includes a designated SEND Governor.

If you would like further information about what we offer here at Coquet Park First School, then please contact the SENDCo on:

Michelle Andersen - (0191) 200 8708

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 come in to school and discuss matters further with your child's class teacher and/or the Special Educational Needs and Disability Coordinator (Michelle Andersen).

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.

Note:

Parents can contact SENDIASS, a service for impartial information, advice and support in relation to their child's Special Education Need and/or Disability on (0191 6434160) or sendiass@northtyneside.gov.uk