

St Lawrence's RC Primary School



SEND in Our School

St Lawrence's RC Primary is a fully inclusive school where we aim to deliver a varied and creative curriculum which encourages all of our children to reach their potential. We provide a friendly, supportive environment where all of our children, families and staff feel safe, respected and valued.

As a school, we believe in an ethos where all children of all backgrounds and cultures are welcomed and valued; all children will make the best progress they can; leaving us confident to take a lead role in society.

Each child in our school is individual and we recognise the need for a full range of support in school. We have links with outside agencies that advise and help us to offer specially targeted provision for those children who require it.

Our SEN policy is intended to give families information regarding the ways in which we support our pupils with special educational needs (SEN) to reach their potential. The strategies, resources and support are continually developed and our provision is modified to meet the needs of the individual children.

If you would like further information about the support we offer, then please contact our SENCO, Helen O'Hara on 0191 2659881.

Special Educational Needs Information

St Lawrence's RC Primary School is an inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their 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. In addition to a SENCO (Special Educational Needs Co-ordinator) we also work very closely with various professionals from a wide range of outside agencies. 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. Our practice is continuously monitored and modified to meet the changing requirements of individual pupils' needs. St Lawrence's RC Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures.

What is SEND?

Special Educational Needs and Disabilities (often called 'SEN' or 'SEND') is a legal term for children and young people who will need extra support during their education.

It is set out in the government's 2014 'Special educational needs and disability code of practice: 0 to 25 years'. We often call this document 'the SEN Code of Practice'. It says:

'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.'

and that a **Disability** is when someone has 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

There are many different kinds of SEN and Disability. The SEN Code lists some examples of SEND you may have heard of. They are in four main groups:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and Physical

For all children at St Lawrence's RC Primary School with an additional need:

- We use Support Plans which 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.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of targets during parent meetings.
- 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 operate a graduated response based upon need; assess, plan, do, review
- 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.
- We ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have a 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 offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School
- 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 work in partnership with parents and carers to meet the needs of individual pupils.

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

- Detailed planning and monitoring of progress
- Individualised programmes of work across several areas
- 1:1 adult support where appropriate
- Annual reviews of a statements of SEN or a EHCP with recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

Types of SEND for which provision is made at St Lawrence's RC Primary School	Support/Provision made at St Lawrence's RC 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"> • Visual timetables to help support pupils know what will happen and when. • Support during times of stress or anxiety. • Support or supervision at unstructured times of the day. eg break time and lunchtime where appropriate • Rewards of golden time/peer interaction for individual pupils. • Social skills support through small group intervention eg., social stories. • Use of ICT where possible to reduce barriers to learning. • Resources to support pupils with speech and language difficulties eg. word banks, visual prompts. • Developing opportunities to communicate in various ways (particularly in EYFS eg. Makaton). • Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as SALT where possible. • Resources to reduce anxiety and promote emotional wellbeing eg. fiddle toy, stress ball. • Use of individualised reward systems to promote learning and enhance self-esteem.
<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 where appropriate to ensure the safety and inclusion of all pupils in all activities. • Referrals are made to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SENTASS) • One-to-one Thrive sessions for vulnerable pupils identified to improve social skills and emotional well-being. • Ad hoc small group or one-to-one nurture sessions are delivered as appropriate (Thrive Approach). • Opportunities to attend residential trips in Year 6, which help to develop social, emotional and behavioural resilience, promoting independence <p>http://www.stlawrencesprimary.org.uk/wp-content/uploads/2017/03/anti_bullying_policy_school_version.pdf</p>

Cognition and Learning Needs	<ul style="list-style-type: none"> • Strategies to promote and develop literacy and mathematical skills with increasing independence. • Targeted small group support in class from the
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<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"> • class teacher and teaching assistant. Small group or one-to-one intervention sessions/programmes are delivered to improve skills in reading, writing and maths eg. Lexia, Project X. • Small group daily phonics teaching for Reception or Key Stage 1 pupils at their level of phonic acquisition. • Differentiated phonics teaching or repetition of key learning at the phase of that individual pupils are working within e.g. Project X, Teach your monster to read (lower KS2). • Use of ICT where possible to reduce barriers to learning eg. Lexia Reading • Provision of table top resources to promote independence and ensure that learning is multisensory and practical. • Strategies and resources to support dyslexic pupils eg. coloured overlays for reading, word banks to support spelling of key words. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.
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<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Need 	<ul style="list-style-type: none"> • Staff work with specialists to seek advice and guidance on meeting the needs of individual pupils. • Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs. • Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills where possible. • Physical aids or resources where necessary or where advised by specialists eg. posture cushion, pencil grips, spring scissors, therapy putty. • We provide support with personal and intimate care if and when needed.
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	<ul style="list-style-type: none"> • We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp if required. (See Accessibility Plan) • Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy) • Handwriting support through whole school handwriting scheme eg. Nelson Writing Scheme.
	<ul style="list-style-type: none"> • Movement breaks for pupils with motor coordination difficulties as and when required. • Alternative ways of recording ideas/writing/investigations.

If you are at all concerned about your child's needs, their class teacher will be more than happy to discuss this with you at a mutually convenient time. You can also talk to Mrs O'Hara who is the co-ordinator for special educational needs in school (SENCO). Our role is to support children and parents to ensure the needs of your child are being met.

Additional Information

Children and Families Act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice

<http://www.gov.uk/government/consultations/special-educational-needs-sen-code-ofpractice-and-regulations>

Newcastle's Local Offer

Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use.

It's been brought all together and published it in one place, here on the Local Offer website. It's also got places to go and fun things to do. You can find school holiday activities, short breaks, and clubs and groups to join in with. There's advice and guidance on education, health and care and a range of young people's issues.

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>



Northeast Special Needs Network (supports families with disabled children/young people from birth to 25 years).

Contact Details:

Northeast Special Needs Network

Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon Tyne

NE2 3BB

Phone

Admin: 0191 2812485

Family Advice Workers: 0191 2812255

Email: admin@nsnn.org.uk

If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service (formerly known as the Parent Partnership Service) judith.lane@newcastle.gov.uk
Tel No: 0191 2840480

The National Autistic Society

Web: www.autism.org.uk

Email: <mailto:nas@nas.org.uk>

Autism Helpline

Phone: 0808 800 4104 (open 10:00am-4:00pm, Monday - Friday)

Text: 07903 200 200

Newcastle Families Information Service

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>

Glossary of Terms Relating to SEND

Term	Explanation
ARP/ARC	Additionally Resourced Provision/Additionally Resourced Centre
ASD	Autistic Spectrum Disorder
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
EAL	English as an Additional Language
ICT	Information Communication Technology
KS1	Pupils in years 1 and 2 (aged 5-7 years) in primary school
KS2	Pupils in years 3 to 6 (aged 7-11 years) in primary school
MLD	Moderate Learning Difficulties
PSA	Parent Support Advisor
SEAL	SEAL stands for Social and Emotional Aspects of Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLCN	Speech Language Communication Needs
SPLD	Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

Extended glossary of terms:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>