



Carville Primary School SEN Information Report for Pupils with Special Educational Needs and / or Disabilities

Carville Primary School is a fully inclusive mainstream primary school that ensures that all pupils achieve their potential regardless of any barriers to learning.

This Information Report lets you understand how we support pupils with special educational needs and disabilities.

The kinds of special educational needs for which provision is made at Carville Primary school.

We welcome and are able to offer provision for a range of educational needs and disabilities. This includes children with cognition and learning needs whether specific (such as dyslexic traits) or wider learning needs, physical difficulties, social and emotional difficulties and communication and language difficulties.

Each child is unique and parents and carers are invited to contact Allan Qualters, the Special Educational Needs and Disabilities Coordinator (SENDCO) for further information about what we offer here at Carville Primary School Tel 0191 234 2676. All teachers aim to provide quality first teaching for all children including those with SEND via a planned differentiated curriculum.

The SEND team provide a range of additional support to pupils at Carville as detailed below, the team consists of Mr Qualters (SENDCO / Deputy Headteacher), Mrs Drape (TA), Miss Maxwell (TA), Mrs Laverick (TA) and Mrs Peddie (TA), Ms Embley (EMTAS Teacher) provides regular timetabled support to pupils who have EAL, some of which also have SEND needs. In addition, we employ an additional Teaching Assistant on a supply contract basis to work with children in Early Years, some of which have additional needs.

Admissions

For information on School Admissions, please see our website:

<https://www.carvilleprimary.co.uk/admissions>

Identifying Children with Special Educational Needs

Identifying a child as having a Special Educational Need is not a simple process but is one in which Parents/Carers should be very closely involved.

Prior to starting at Carville Primary, as much information as possible is gathered about the child from Parents/Carers, other professionals such as Speech and Language Therapy and information from the child's previous setting. When visiting the school for the first time, parents / carers can ask to meet the SENDCO to discuss any concerns or schedule a meeting prior to a pupils start date, this can also involve colleagues from the child's previous setting. Children undertake an initial intake assessment on entry to school to be used as a baseline assessment.

Initial concerns about a child's academic progress or other difficulties may be raised by a range of people including parents and carers, teachers or other professionals involved with the child. Concerned parents and carers are encouraged to speak to their child's teacher or to contact the SENDCO through the school office.

Identifying the barriers to learning and child's strengths. We work towards developing a full understanding of a child's strengths and additional needs to enable them to thrive in school. We aim to identify children's needs as soon as possible as we believe that early identification of needs is very important.

Assessment will include regular discussions with parents and carers and regular formative assessment strategies such as - classroom observation, reading, spelling and maths assessments, marking of work in line with school policy, etc. In EYFS staff screen pupils early to identify speech and language needs. Summative assessment data is gathered and tracked termly with parents / carers informed at parents evening and via the annual school report.

Provision for children with Special educational needs

When a concern is raised that a pupil may have a special educational need via discussion with parents / carers, referrals may be required to additional services, this may include: An Early Help Assessment (EHA), Speech and Language Therapy, Educational Psychology, Language and Communication Team, Dyslexia Team, CAMHS, etc. Referral forms are completed and if specialists agree that action is required, then appointments are made to meet parent/carers and work with / assess the pupils in school.-

Assessing and reviewing progress and evaluating the effectiveness of provision.

Class assessments. Children's progress is assessed each term as part of quality first teaching.

Further tracking assessments. Data is tracked for pupils with SEND and data meetings are held with Senior Leaders, SENDCO and Class teachers to ensure the correct provision is in place. Progress is enhanced by other assessments according to need for example individual reading and/or spelling assessments, tracking changes in behaviour via Thrive, using observational schedules, reviews by other professionals such as Speech and Language therapists, Language and Communication Team, Dyslexia Team, etc.

Reviewing SEND pupil's and SEND pupil group's progress.

All pupils who require SEN support from outside agencies or identified additional support within school have an Individual Education Plan which is a series of bespoke targets for pupils to work towards to support them in overcoming any barriers to learning. These targets are evaluated and re-written termly and shared with parents / carers for discussion. They are moderated and monitored by the SENDCO termly.

Individual planning booklets. (SEND support plans) are created for individuals with more complex needs with targets and strategies reviewed and adapted.

National Curriculum Tests (SATS) The overall progress of children with special educational needs is also assessed. Some pupils are dis-applied from SATS as they would not be conducive to their learning or the assessment of their learning.

Education Health and Care Plans

Sometimes it is recognised that a pupil requires greater support than the school can initially provide and a request for statutory assessment is undertaken which may lead to a pupil receiving an Education, Health and Care Plan. Carville Primary follows the North Tyneside process with parents / carers views gathered via meetings and/or in writing at every stage. If an Education, Health and Care Plan is required, this is reviewed annually or every 6 months if a child is under 5 years. Reviews of EHCP's include gathering views of parents/carers and pupils on Preparing for Adulthood and Aspirations for the future.

We follow the SEN Code of Practice 2014.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Pupil Voice

Pupils are invited and encouraged to comment on their progress towards targets. They also have the opportunity to provide written views towards their annual reviews of an EHCP which can be collated in a number of ways to suit their means of communication, age and cognitive level, e.g. symbols, writing, scribed, etc. If appropriate, pupils can attend their own person centred reviews to provide their

views in person. Pupil's views are also sought when planning transition arrangements to other schools to ensure as smooth a transition as possible.

In the Classroom

We support children in the classroom by

- Ensuring access to learning through the appropriate differentiation of tasks and activities.
- Providing visual support and hands on resources where appropriate.
- Providing specialist equipment or modified resources where necessary.
- Providing additional staffing. This may be used flexibly to enable both a TA and the class teacher to work more closely with the child.
- For more information, see the table below.

Additional Support for Learning for Children with Special Educational Needs.

This may include

- **Additional group and individual intervention which is pupil led according to need.** Such support is arranged to meet good practice guidelines, based on specific evaluated research. Intervention has focused targets and is regularly reviewed and monitored. Adaptations are made where appropriate.
- **Individual Planning Booklets are used to provide a whole child approach for children with greater needs.**
- **Outside Specialist led advice with school staff providing Intervention.** Referral to specialist advisers from other agencies where appropriate for advice and support Implementing specifically tailored support strategies and intervention programmes, e.g. devised by the educational psychologist, occupational therapist or physiotherapist.
- **Outside Specialist referral leading to specialist intervention provided in school.** Such as a Speech and Language therapist carrying out a block of therapy in school.

Special Educational Needs and disabilities Co-ordinator (SENDCO)

Our SENDCO has a wide range of experience in the area of special educational Needs and is working toward the National Award for Special Educational Needs Co-Ordination (NASC)

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. In addition, some staff develop further expertise in areas of need by attending courses run by specialist agencies. Training has included Thrive, Understanding ADHD, Dyslexia training, Understanding of Autistic Spectrum Condition, the specialist teaching of children with Dyslexic tendencies, reading and spelling interventions such as 'Floppy's Phonics' and 'Phonics International' and 'Fresh Start', maths interventions such as 'Success at Arithmetic' and '1st Class at Number', and training related to Speech and Language Development.

Our Special Educational Needs & Disabilities Co-ordinator provides advice and guidance to staff.

Where necessary the SENCo and other staff request support and work closely with specialist expertise as appropriate from outside agencies.

Equipment and Facilities.

We have a range of equipment and facilities to support children's needs in school. In addition we are able to source information about other equipment as required from specialist agencies.

Consulting Parents, Carers and Families

We will let families know about any concerns about a pupil's learning and consult with them by:

- Day to day discussions on anything new that has arisen in the play yard, informal drop- in sessions and telephone calls
- The school works in partnership with families to help them support their children's learning outside of school.
- Having regular meetings with children and their families with opportunities to discuss their concerns and aims for the future.
- Meetings with the SENDCo - Mr Allan Qualters
- Letting them know what is available for them and their children
- Introduction to outside agencies.
- Formal meetings involving other agencies
- Target data
- School reports

Consulting with and Involving Young People with Special Educational Needs in School.

We believe that children thrive best when actively involved in their own learning. Depending on the age and maturity of the child and the nature of their needs this can

take many forms. For example, children are asked to reflect on their learning as part of the review of individual plans and as part of intervention groups. This may be in verbal, pictorial or written form. They are encouraged to express what they feel has been useful to them in terms of strategies and programmes and to describe what they feel is important to them in the future. Children join meetings with parents and professionals to be part of the reflective process and to celebrate their successes.

Outside Agencies.

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

- **Educational Psychology Service**
- **Language and Communication Team**
- **Speech and Language Team**
- **Occupational Therapy Service**
- **Dyslexia / Dyscalculia Referral Team**
- **Disability Team**
- **Child and Adolescent Mental Health Service (CAMHS)**
- **Children and Young Peoples Service (CYPS)**
- **Early Help Assessment Team**
- **Primary Resource and Outreach (PRO)**
- **School Nurse**

Transition to Secondary School

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 of new setting/school for parents and children.
- Parent / child meeting with new and existing staff.
- Parent and SENDCo meeting involving any outside agencies that need to be involved.
- New staff visit child in their existing setting.
- Multi-disciplinary meeting for pupils with EHCPs.
- Sharing of pupil information where consent is given.

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables, now and next used for individuals. • Areas of low distraction • Makaton encouraged within EYFS. • Specific screeners applied in EYFS e.g. communication toolbox. • Specific interventions used in EYFS for identified pupils e.g. BLAST. • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate e.g. communicate in print symbols. • Strategies / programmes to support speech and language development provide by Speech and Language Therapists and the Language and Communication Team. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil e.g. IEP's. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources

<p>Cognition and Learning Needs:</p> <p>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. • Specific intervention programmes are delivered following plans from outside agencies or by therapists themselves e.g. Dyslexia team. • 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 (SEMH)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs 	<ul style="list-style-type: none"> • The school ethos values all pupils. • The school has adopted the Thrive approach with 2 qualified practitioners in school to assess and deliver programmes. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices e.g. good to be green system.

- Emotional Health and Wellbeing

- The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions e.g. behaviour plans are created.
- Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.
- The school provides effective pastoral care for all pupils.
- Support and advice is sought from outside agencies to support pupils, where appropriate e.e. Silverdale Outreach, Counselling Services, CAMHS.
- Small group programmes are used to improve social skills and help them deal more effectively with stressful situations e.g. socially speaking group.
- Outdoor learning is used to offer a different approach to the curriculum e.g. forest school, residentials, Carville University.
- Information and support is available within school for behavioural, emotional and social needs.
- All children are listened to carefully by the adults in school. Concerns about bullying are fully investigated in a sympathetic way and issues dealt with at a level approximate for the age, maturity and emotional development of the child.
- Strategies to reduce anxiety / promote emotional wellbeing.
- Advice may be sought from the Educational Psychology Service and recommendations followed.

	<ul style="list-style-type: none"> • The school has an effective praise and reward system to promote positive behaviour.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate e.g. EP, OT, Physiotherapists, CAMHS. • Access to programmes to support Occupational Therapy / Physiotherapy. • ICT is used to increase access to the curriculum. • 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. • Access to Medical Interventions. • Support with personal care if and when needed and the schools nursing service to identify need and provide recommendations. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • All entrances to the school allow wheelchair access. • The school has accessible toilets / facilities. • The school is all on one level.

Evaluation of Effective Provision

A timetabled plan of moderation and monitoring occurs over the year by the Senior Leadership Team and SENDCO. The SENDCO provides an annual development plan linked to the SEF. The Governing Body has an identified SEND Governor who the SENDCO reports to annually. The School Development Partner meets with the Headteacher termly and one aspect of the report is SEND provision, this is also reported to Governors. Ofsted will report on SEND provision with the most recent report stating Carville is an inclusive school.

<https://reports.ofsted.gov.uk/provider/21/108592>

Concerns. 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. The school governor responsible for Special Educational Needs is Dianne Embley and she can be contacted via the school office.

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.

Support Services and the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

Please contact our SENDCo - Mr Qualters for up to date contact details of support services.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to Young People and Parents/Carers of children with Special Education Needs.

They provide impartial and factual support on all aspects of the SEN framework to help Young People and Parents/Carers play an active and informed role in their child's or their own education.

Telephone: 0191 643 8313

<https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

Local Authority's Local Offer

Families are signposted to services / organisations through the Local Authority Local Offer.

You can access the North Tyneside Council SEND Local offer on:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Looked after children with Special Educational Needs.

Looked After children's progress and well-being are monitored regularly by members of the Leadership Team. Team members work closely with Social Services, and carers and PEP's are completed termly.

Further Information

Policies are regularly reviewed with a focus on how they affect pupils with special educational needs or disabilities.

For further information please visit our school website:

Accessibility Plan:

https://docs.wixstatic.com/ugd/c17d66_31fe2206a2d54b9a954e1f93acbb9198.pdf

Attendance Policy and Procedures:

https://www.carvilleprimary.co.uk/files/ugd/c17d66_39bbd9a095a442338d1c382b854844bd.pdf

Relationships (Behaviour) Policy:

https://www.carvilleprimary.co.uk/files/ugd/c17d66_4266de96c87a49258081d8e95b129c94.pdf

Special Educational Needs and Inclusion Policy:

https://www.carvilleprimary.co.uk/files/ugd/c17d66_d3a8733f038f42a1a4c55e17f013ecd0.pdf

The school's self-evaluation process looks at teaching and learning for pupils with special educational needs and disabilities and a SEND Development Plan is reviewed annually.

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

Report Date: May 2022

Review Date: May 2023