



Special Educational Needs Information

November 2020

St John's Primary School provides a happy and caring atmosphere in which your child will learn and develop to their full potential. We provide a welcoming and safe school, so that we can establish a relationship between home and school, based on trust and shared knowledge.

The school aims to provide a stimulating, caring environment in which children will be encouraged to develop in every way. All members of the school community, both adults and children, are encouraged to value, respect and care for each other. We welcome the involvement of the whole community, especially parents and carers, as we recognise that the child's life in school is closely linked to family life. We aim to provide the very best education matched to the needs of each child. The arrangements for admission of children with special educational needs is included in the school admissions policy.

We ensure that all children are supported 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. We have an experienced Inclusion Manager/SENCO (Special Educational Needs Co-ordinator). We work closely with our experienced Parent Support Advisor. We liaise with the Welfare Officer, Attendance Officer and various professionals from outside agencies including Educational Psychologists, Speech and Language Therapists, EEAST, SENTASS Communication and Interaction Team, OT Occupational Therapy, CYPS Children and Young People's Service, VI Visually Impaired Team, HI Hearing Impaired Team, Community Paediatrics, School Nurse and Health Visitors. We employ a Kalmer Counsellor to support children with emotional or mental health difficulties, relationships, bereavements and self-esteem issues.

There are several reasons why a child may be identified as having Special Educational needs (SEN):

1. They are having significant difficulty with their learning and making less progress than would be expected.
2. They have a specific learning difficulty, for example Dyslexia.
3. They have emotional or mental health difficulties.
4. They have difficulties with social communication and interaction.
5. They have sensory and/or physical needs, for example a hearing or visual impairment.

If you would like further information, or a chat, please contact our SENCO/Inclusion Manager, Mrs Gillian Howden, by email Gillian.Howden@stjohns.newcastle.sch.uk or phone 0191 273 5293

This document is intended to provide parents, carers and families with information regarding the ways in which we support all our pupils, particularly pupils identified with a special educational need or disability.

St John's Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view

['Newcastle Local Offer' here](#)

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

- We deliver high quality teaching, differentiating the curriculum to meet the needs of individual children and to promote pupil progress.
- Pupils are given appropriate targets which are reviewed every term with the class teacher and the parent/s/carer/s as part of the Assertive Mentoring process. Targets from outside agencies are included and reviewed at the same time.
- We seek support and advice from outside agencies such as: SENTASS, EEAST, Community Paediatrics, CYPS (Children and Young People's Service), Speech and Language Therapy, OT Occupational Therapy, VI Visual Impairment Team, HI Team Hearing Impaired Team, SPOC Single Point of Contact, Health Visitors, School Nurse and the Educational Psychology Service to ensure barriers to success are fully identified.
- We provide a full time teaching assistant in every class. They sometimes work with SEN children but also support other children so that the teacher has more opportunities to work with the SEN children.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We ensure that our school activities and trips are accessible to all children including our SEN children.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have an experienced Inclusion Manager/SENCO (Special Educational Needs Coordinator)
- We have an experienced PSA (Parent Support Advisor) who provides support for families and is able to signpost them to services and organisations which may offer appropriate support and advice.
- We offer support to all pupils and parent/s or carer/s during periods of transition; Pre-school to Nursery, Early Years to Key Stage 1 and Year 6 to Secondary School
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated 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 additional need including those with an Education Health and Care Plan (EHCP)

- We support the pupil to work on their individual targets.
- We support access to the curriculum.
- We provide regular and ongoing pastoral support.
- We deliver specific targeted interventions recommended by outside agencies.

Specific provision is also provided for the different area of need. The table below explains the detail of this support.

Types of SEN for which provision is made at St John's Primary School	Support/provision made at St John's Primary School
<u>Communication and Interaction</u> This may include <ul style="list-style-type: none">• DLD Developmental Language Disorder• Autism• Speech sound difficulties	<ul style="list-style-type: none">• We liaise closely with Community Paediatric Speech and Language Therapists (SALT)• We liaise closely with the DLD Developmental Language Disorder Team• We liaise closely with SENTASS Communication and Interaction Team• We use visual supports including visual timetables to support children to understand what will happen and when• We use 'First' and 'Then' boards and 'Choice' boards• We use 'Box Time' to support children with Autism• We use 'Special Time' to support children with communication difficulties who are not diagnosed with Autism

	<ul style="list-style-type: none"> • Staff use visual prompt cards to support children with communication difficulties • Makaton is used where appropriate • A member of staff has been trained in PECS • We use social stories to help children learn how to approach and deal with different social situations • We use technology where possible to reduce barriers to learning • We can offer support and supervision at unstructured times of the day e.g. break time and lunchtime where appropriate • We spend time with children helping them to identify situations that cause anxiety and finding ways to relieve this • We can provide specific one to one support when required • We use strategies and programmes to support speech and language development in partnership with the relevant agencies including Speech and Language Therapy Service, The SALT ASD Team and SENTASS Communication and Interaction Team • We provide opportunity to communicate in various ways e.g. Makaton and visuals
<p><u>Social, Emotional and Mental Health Difficulties</u></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"> • The school provides pastoral care for all pupils through a collective approach from all the staff including the Head Teacher, Assistant Headteacher's, Inclusion Manager/SENCO, PSA (Parent Support Advisor), Attendance Officer and Kalmer Councillor • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behaviour choices • Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy) • Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities • Referrals to specialist agencies outside school where appropriate e.g. Educational Psychology Service, CYPS – Children's and Young Peoples Service, School Health, Community Paediatrics, Kalmer Counselling, Single Point of Access (SPA), Single Point of Contact (SPOC) CYPS Children and Young People's Service • Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Counselling Service, key member of staff for support • Opportunities to attend residential trips in Year 5 and Year 6 which help to develop social, emotional and behavioural resilience, promoting independence • Lego Therapy
<p><u>Cognition and Learning Needs</u></p> <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"> • Strategies to promote and develop reading, writing, spelling and mathematical skills with increasing independence • Targeted small group support in class from the class teacher and teaching assistant • Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths. • We use resources to promote multi-sensory, practical and independent learning e.g. 'Mantle of the Expert' • Use of technology where possible to reduce barriers to learning e.g. Bug Club, Lexia, Seesaw • We use strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words, alphabet letters • Children identified with Dyslexia follow the Beat Dyslexia programme in a 1:1 situation.

	<ul style="list-style-type: none"> • We use a working memory game called 'Meemo' to develop children's auditory working memory. • We recognise and support children with additional time to process information and ideas. • We assess pupils every term and report progress to parent/s or carer/s at the Assertive Mentoring meetings in school with the class teacher • We refer children to the Educational Psychologist to assess cognitive functioning including strengths and weaknesses
<p><u>Sensory or Physical Needs</u></p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Staff work with specialists including 'The Hearing Impairment Service' or the 'Visually Impaired Team' to seek advice and guidance on meeting the needs of individual pupils • Staff work with specialist medical staff from outside agencies who deliver relevant training and professional development to ensure children with significant medical needs are provided for • We adopt strategies and programmes of work from the Occupational Therapy and Physiotherapy Service which are followed by children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school • We use physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, sensory activities • We provide support with personal and intimate care if needed • We make every effort to be as accessible as possible, for example, disabled toilet facilities (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) • We use one-to-one support for gross and fine motor skills in the classroom as and when required • We offer movement breaks for pupils with motor coordination difficulties as and when required • The children are encouraged to use alternative ways of recording ideas/writing/investigations

If you have any concerns about your child's SEN, progress or provision we would urge you to arrange to discuss the matters further with your child's class teacher or the school's Inclusion Manager and SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure)

Other useful information/contacts

Skills for People – Family Advice Team (Supports families with disabled children/young people from birth to 25 years)

Tel: 0191 281 8737

Email: information@skillsforpeople.org.uk

Website: www.skillsforpeople.org.uk

SEND Information, Advice and Support Service provide information, advice and support at any stage of a child or young person's education, and provide an Independent Supporter for families in the process of getting an Education Health and Care Plan.

This is an impartial confidential service.

They provide information, advice and support for

- parents and carers of children with special educational needs
- children and young people up to the age of 25 years

They specialise in education matters but can support with social care and health issues by signposting to partners like [PALS](#) and Healthwatch (for health) and to voluntary organisations such as the [Northeast Special Needs Network](#) who have expertise with a wide range of services.

There are two different strands of support available from SEND Information, Advice and Support Service;

- Information, Advice and Support for Education and
- [Independent Supporters](#)

SEND Information, Advice and Support for Education

The first strand is information, advice and support at any stage of a child or young person's education. The team will have an initial conversation with anyone who calls the service and the support will come from a volunteer known as a **Specialist Special Educational Need and Disabilities Supporter**.

Parents can have their concerns listened to, Special Educational Needs policies and procedures explained to them and be offered practical support to help them in their discussions with schools, the Local Education Authority and other statutory agencies.

There are 4 Specialist Special Educational Need and Disabilities Supporters and they are all retired professionals with extensive experience in this area and a passion for seeing that the needs of children and young people are met.

Independent Supporters

The second strand involves an **Independent Supporter** who will work with parents and young people, going through assessment processes

For more detail on Independent Supporters, visit [Independent Supporters](#).

The SEND Information, Advice and Support Lead Specialist is Judith Lane and she can be contacted on 0191 284 0480

or by email: judith.lane@newcastle.gov.uk

The National Autistic Society

Web: www.autism.org.uk

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

Autism Helpline

Tel: 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

Term	Explanation
ARP/ARC	Additionally Resourced Provision/Additionally Resourced Centre
Autism	Social Communication and Interaction difficulties
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
EAL	English as an Additional Language
ICT	Information Communication Technology
Key Stage 2	Pupils in Years 3 to 6 (aged 7-11yrs) in Primary School
Key Stage 1	Pupils in Years 1 and 2 (aged 5-7yrs) in Primary School
MLD	Moderate Learning Difficulties
PECS	Picture Exchange Communication System
PSA	Parent Support Advisor
SEN	Special Educational Needs
SEN Support	The support given to pupils in school with additional needs
EHCP	Education, Health and Care Plan
SENCO	Special Educational Needs Coordinator
SENTASS	The Special Educational Needs Teaching and Support Service (SENTASS)
SLCN	Speech Language Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyscalculia
MLD	Moderate Learning Difficulty
SEMH	Social, Emotional and Mental Health
HI	Hearing Impaired
VI	Visually Impaired
DLD	Developmental Language Disorder

This information was amended 6th November 2020

Mrs Gillian Howden

Inclusion Manager/SENCO

To be reviewed November 2021