



Special Educational Needs Information Report 2016_2017

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly those with an identified special educational need or disability. Our practice is continuously monitored and modified to meet individual pupils' needs.

Specific provision is also provided for the different areas of need:

- Communication and interaction
- Cognition and learning needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical/Medical Needs

School entitlement offer to pupils with additional needs:

For all pupils at Arthur's Hill Primary Schools who have a special educational need or disability (SEND):

- We recognise that the family is the expert on their child and we work in partnership with them
- We use pupil-friendly and needs-based Individual Education Plans (IEPs). We involve pupils, parents and staff to write, review and implement them.
- We differentiate the curriculum, teaching strategies and resources to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We evaluate our intervention groups and strategies on a termly basis.
- We support families with children with SEND, formally through review meetings and informally through our "open door" approach.
- We hold twice yearly review meetings for pupils with a higher level of SEND.
- We place support staff where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have a fully qualified SENCO who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom, through high quality teaching that is adapted to meet individual needs.
- We offer support to families and signpost to services and organisations which may offer appropriate support or advice via the Local Offer.
- We offer Primary to Secondary transition support for pupils and parents.
- We carefully consider how to support children with special educational needs in Statutory Assessment Tests (SATs) to ensure that they can access the tests as fully as possible.

The tables below give more information of these specific strategies and resources.

Type of SEND for which provision is made at Arthur's Hill Primary Schools	Type of support/provision made at Arthur's Hill Primary Schools
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum/Social Communication Disorders • Speech, Language and Communication Needs 	<p>Speech, Language and Communication Needs</p> <ul style="list-style-type: none"> • We use visual cues, visual timetables and Makaton sign language to support pupils with speech and language difficulties. • We use strategies/programmes to support speech and language development, including individual and small group support. • We seek support and advice from the Speech and Language service to help in understanding individual needs and respond to any potential barriers to success. <p>Autistic Spectrum/Social Communication Disorders</p> <ul style="list-style-type: none"> • We use a range of strategies to ensure children understand the routines of the day. • We can provide areas of low distraction/stimulus. • We offer social skills support including strategies to enhance self-esteem and nurture groups. • We have a number of staff who can support pupils at playtime and lunchtime, as well as through 1:1 and small group intervention sessions.

<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<p>Moderate Learning Difficulties (MLD)</p> <ul style="list-style-type: none"> • We use a range of teaching strategies to promote and develop literacy and numeracy, including small group targeted intervention programmes to improve basic maths and literacy skills. • We use support strategies to ensure access to the curriculum and to develop the skills for independent learning. • We seek advice from the school and local authority Educational Psychologists in order to understand children's' strengths and difficulties. <p>Specific Learning Difficulties (SpLD)</p> <ul style="list-style-type: none"> • We use a range of resources to reduce barriers to learning e.g. coloured whiteboards and overlays, recordable whiteboards and ICT resources. • Our Higher-Level Teaching Assistants for SEND have an OCR accredited level 3 qualification in dyslexia. • We seek support and advice from SENTASS SpLD team to ensure any barriers to success are fully identified and responded to.
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<p>Hearing/Visual and Multi-sensory impairments</p> <ul style="list-style-type: none"> • Our staff understand the impact of a physical/sensory need on teaching and learning and provide support and aids to ensure access to the curriculum and develop independent learning. • We work closely with SENTASS Hearing Impairment and Visual Impairment Teams to ensure staff are trained to support the needs of pupils with hearing or visual impairment, including the use of hearing aids and microphone systems. <p>Medical Needs</p> <ul style="list-style-type: none"> • We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed for pupils who have significant medical needs. The SENCo liaises with parents, staff and health professionals to create Individual Care Plans when necessary. • We provide support with personal and intimate care, if and when needed. • Our staff understand and apply the medicine administration policy. <p>Physical Disabilities</p> <ul style="list-style-type: none"> • All entrances to our school allow wheelchair access.

- Our school has a disabled toilet [on both the ground and first floor. (WGH)]
- We have a lift to allow ease of movement between the ground and first floor of the school building. (WGH)
- We work closely with the Physiotherapy and Occupational Therapy services to deliver and monitor therapeutic programmes.

Further Information:

Other useful documents such as our SEND and Inclusion policy are available on the school website. If you would like further information about what the school can do to support your child, then please do not hesitate to discuss this with the class teacher or contact the SENCO directly.

Disability, Special Educational Needs and the Local Offer

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/localoffer.page?familieschannel=3>

This website is part of the Family Information Service and provides more information about the help and support that Newcastle and neighboring local authorities can provide.

If you have questions about special educational needs, please come and talk to us. You can talk to your child's teacher or another member of school staff:

Special Educational Needs Coordinator (SENCO)

The SENCO is the designated teacher responsible for organising and developing the SEND policy and good practice throughout the school. SENCOs coordinate provision for pupils with SEND, maintain the SEND register and communicate with parents, staff and external agencies.



Miss O'Hagan is the SENCO for Westgate Hill and has completed the National Award for SENCOs. As Deputy Headteacher for Inclusion, she maintains an overview of SEN policy and practice across the Federation.



Miss Alderson is the Assistant SENCO for Westgate Hill.

Support Staff

The school has developed a dedicated team of teaching assistants and higher level teaching assistants with a diverse range of skills and training to support children with additional needs.

Educational Psychologists

Kirstin Tate is the Educational Psychologist employed by the schools and works in each school one day a week and Richard Jack is the Educational Psychologist allocated by Newcastle City Council. Teachers can seek advice on supporting children in their learning and, with parent's permission, can ask the psychologists to work directly with individual children to get a better understanding of their strengths and difficulties.

Parent Support Advisors

Teresa Knowles, Ann Atkinson and Jusna Begum are able to provide support and signpost to other sources of information and support. They organise a wide range of opportunities for parents to support their children and develop an understanding of the teaching strategies used in school.

The SEND Governor

Clare Toyne and Janice Mussett are the link governors for SEND. Their role is to champion the issue of special educational needs within the work of the governing body. They meet regularly with the SENCO to discuss the school's arrangements and provision for meeting special educational needs. While they cannot discuss the support offered to an individual child, they are able to meet and communicate with parents on the school's support for pupils with SEND.

Other agencies and key partners:

Newcastle Special Educational Needs and Disabilities Information, advice and support service (formerly known as the Parent Partnership Service)

This service supports parents and carers by listening to concerns, explaining SEND policies and procedures and offers practical support to help in discussions with parents and other agencies.

Address: The Dene Centre, Castle Farm Road, Gosforth, Newcastle upon Tyne, NE3 1PH

Telephone: 0191 284 0480 Fax: 0191 213 0910

Special Educational Needs Assessment Provision and Review Service

This is the local authority SEND team responsible for overseeing provision for SEND in Newcastle schools. They work with schools to ensure children are well-included and can support parents in finding the right provision and support for their child.

Special Educational Needs Teaching and Support Service (SENTASS)

SENTASS offer support and guidance to teachers, parents and carers. With parents' permission, the schools can ask SENTASS for advice on understanding and supporting children's needs. The service has several teams consisting of teachers and support assistants:

Sensory team – including the Hearing and Visual Impairment Services

Speech, language and communication team - including social communication

Specific Learning difficulties team - Dyslexia

Physical Disability/motor Coordination Team - Dyspraxia

Learning Difficulties team

Newcastle Speech and Language Team

This team work with primary age children with significant speech and language difficulties. They work closely with the SENTASS speech and language teachers and schools can make a joint referral to the two teams to seek assessment and speech and language interventions for

children. This year, we have bought in additional school-based support from the LEAPS project.



Federation of Arthur's Hill Primary Schools

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