



Usworth Colliery Primary School SEND information report 2020 – 2021

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer?

The Children and Families Bill was enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the SEN Information Report?

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as The Special Educational Needs Information Report.

Usworth Colliery Primary School SEND Information Report

Usworth Colliery Primary School takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum.

We believe that pupils with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and be fully included in all aspects of school life (DfE Special Educational Needs Code of Practice 2015).

We believe all pupils should be encouraged and supported to achieve their full potential within a safe, nurturing and enriching learning environment. We actively encourage parents to be involved in the education of their child and see effective home school partnerships as key to pupil's success. Our website information aims to provide an outline of what services and support is available to parents and carers to help their child succeed.

What are Special Educational Needs and Disability (SEND)?

Special Educational Needs, is the term that is used to describe pupils who have needs over and above those that can be met by quality classroom teaching. These needs may be within areas of:

- Communication and Interaction (Speech and language needs and or social communication need)

- Cognition and learning (specific learning difficulties)
- Social, emotional, mental health needs
- Physical /sensory difficulties.

Support may be for a short period or throughout a pupil's education. We aim to identify additional needs early and then initiate a support plan, taking into account their individual needs and experiences.

At Usworth Colliery Primary School we adopt a fully inclusive whole school approach with all pupils. We engage pupils in a broad, balanced and varied curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.

Meeting the needs of pupils with special educational needs is the responsibility of all teachers and teaching staff and their needs are usually met through a differentiated curriculum. The Special Education Needs Coordinator (SENDCo) will support staff to meet these needs. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching. All our staff are proactive in ensuring pupils are supported appropriately at the earliest opportunity, what we refer to as Early Intervention.

How does the school know if my child needs extra help? How does the school identify pupils with special educational needs?

Our ethos is based around a continuous cycle of Assess, Plan, Do and Review. We take many opportunities to review progress in school such as through:

- Induction meetings involving children and parents before entry into Reception.
- Induction Meetings for all inwardly mobile pupils (new on roll).
- Early Years data and continuous observation.
- Parent meetings.
- Ongoing assessment by teachers. Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- Pupil Progress Meetings – teachers meet termly with senior leaders to identify and discuss any pupils who are not progressing as expected.
- Regular meetings of the Senior Leadership Team to discuss pupil progress across school.
- Termly Special Educational Needs Planning and review meetings.
- Observations by outside agencies if needed.
- Reports and advice from key professionals as needed.

What should I do if I think my child may have a special educational need or disability?

Parents of children with SEND, or parents who may have concerns should contact their child's class teacher in the first instance or the SENDCo directly to discuss any concerns or issues they have with SEND provision. Mrs Sarah Jones is the SENDCo at Usworth Colliery Primary School.

Mrs Sarah Jones can be contacted either by phoning school, email or by making an appointment through the school reception.

How will I know how Usworth Colliery Primary is supporting my child?

- Usworth Colliery has a fully inclusive policy and is committed to ensuring all pupils receive a high quality education and realise their potential regardless of any barriers they may face. Children with SEND are educated in the classroom as part of this inclusive policy, but will receive intervention and support by teachers and teaching assistants on a personalised and individual level as appropriate and matched to need. Children with more significant need may have some support from outside professionals but this is always in consultation with parents. We adopt a team approach, first with parents and then with appropriate professionals who can offer support and guidance as needed.
- Children who have undertaken Statutory Assessment and have an Education, Health Care Plan receive the necessary provision stated. All pupils on the SEND School Register have an SEN Support Plan with a focus on their specific needs. This can be through individual support in the classroom, one to one support, and small group work or intervention groups. These support programmes are also used for other children where appropriate.
- SEN Support Plans are developed and reviewed termly by teachers and are overseen by the Special Educational Needs Coordinator (SENDCo). They will focus on the pupils prime areas of need. Children's progress and attainment are regularly monitored and reviewed.
- Plans are compiled in collaboration with parents termly. Individual pupil profiles give a brief overview of how pupils are supported in school.
- Parents' Evenings/Pupil Passport reviews are held termly where parents are informed of any support received and given feedback about the progress their child has made. Teachers also regularly meet with parents at other times where necessary and are available to answer any questions parents may have.
- The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have. In addition, we have a family liaison officer who are available to support parents and pupils.
- Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural difficulties.
- Our school link SEND governor Ms Rosemary Walker. Rosemary meets regularly with the SENDCo. We have a robust system of reviewing provision through our School Self Evaluation using the OFSTED Framework. Governors are involved in this process and receive regular reports.

How will the curriculum be matched to my child's needs?

- Teachers are accountable for the progress of all pupils in their class even when they access support from elsewhere. Teachers set high expectations for every pupil whatever their prior attainment.
- High quality teaching is our passion at Usworth Colliery. Learning opportunities are matched to pupil's abilities and interests are key to this as we support our pupils through the setting of rigorous learning targets. Children will be supported in fully accessing the curriculum according to need, which may be through one to one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups. Teachers focus on differentiation in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the

curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.

How will I know how my child is doing?

- A wide range of assessments are undertaken and data is collated termly or at earlier point as appropriate.
- Children with EHCP will have an annual review during the school year to which parents and supporting agencies attend. The views of children with SEND are sought before their Annual Review meetings and included as part of their review. Pupil and parent questionnaires are also completed during the academic year. Pupils with SEND will have review meetings as needed as part of our coordinated multi agency approach to support.
- Termly reviews of pupil progress take place and feedback is given to parents via end of term/year reports at parents' evenings.
- We operate an "open door" policy whereby parents are welcome to meet with members of staff to review any issues with the progress and attainment of their child. Appointments to meet with the class teacher can be arranged through the school office.

How will you support my child's learning?

- We believe in a fully inclusive approach to supporting pupils with additional needs and this means working in partnership with parents and carers to support in whatever way we can to enable each pupil to achieve their potential.
- All teachers at Usworth Colliery Primary have a responsibility for the teaching, monitoring and evaluation for pupils with Special Educational Needs.
- We follow a graduated response to need from initial conversations with the class teacher, targeted class support to more specific personalised support. This is always through discussion with parent/carers initially informally or through parent meetings and or reviews as part of our SEND arrangements in school for example: individual review meetings; multiagency meetings; or home-school liaison books.

What support will there be for my child's overall wellbeing?

- Children with SEND are inclusively taught within an age appropriate class with their peers most of the time. Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives.
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need. Support is personalised and targeted. Adults working with pupils communicate regularly to ensure a consistent approach to teaching and learning and also support children's independence.
- Any parents of pupils who may have a medical need will work alongside the class teacher, SENDCO and HLTA (Lisa Newall) to ensure their child's needs are met and are in accordance with the school Medications Policy. Health Care Plans are developed with parents and medical professionals as required.

What specialist services and expertise are available at or accessed by the school?

- SENDCO holds a Postgraduate Certificate in the National Award for Special Educational Needs
- Learning Support Base for Pupils with Autism
- Thrive Provision – Specialist Behaviour Teacher and Thrive Learning Support Assistant
- Qualified Specialist Support Teacher (Dyslexia)
- Qualified Reading Recovery Teacher
- Two Higher Level Teaching Assistants (HLTAs) across school.
- Learning Support Assistants – In KS1 an LSA is attached to each year group and in KS2 attached to each year group for interventions and support in English and Maths
- Family Liaison Officer and Attendance Manager
- In-School Counselling Service

Local Authority Provision delivered in school

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Language and Learning Team
- Parent Partnership Service
- Behaviour Intervention Team (KS1 and KS2)
- Physical and Medical Disability Team
- Health Provision delivered in school
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Children's and Young People's Service (CYPS)

External Provision delivered in school

- EDK Psychology Services

What training are the staff supporting children and young people with SEND had or are having?

- Additional training for staff is secured where necessary; this may be delivered in school by the SENDCO or by external training sources such as education psychologists or other key professionals. School has access to a range of services for advice where necessary. This includes the school nurse, Educational Psychologist, Occupational Therapy, Speech therapy, social care and CAMHS.

How will my child be included in activities outside the classroom, including school trips?

- Usworth Colliery follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case by case basis to accommodate a child's needs even after reasonable adjustments.
- Usworth Colliery operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including afterschool activities. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, a specific intervention programme, small group work or lunchtime support etc.
- Laptops, iPads and specific resources are available for students with SEND as appropriate and a wide range of subject specific aids are available.
- As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEND or disability. Relevant documents are completed detailing support and provision for specific pupils prior to visits being undertaken in line with school policy.

How is the school accessible for children with SEND?

- Usworth Colliery Primary School occupies a large site with access to a great deal of outdoor space including school fields suitably equipped for a variety of physical activity, a forest area used for outdoor learning, a quadrangle in both key stages which promote both sensory and physical learning needs.
- Usworth Colliery Primary School is an old building and wherever possible adaptations have been made to allow for some access by children with a physical disability.
- A ramp has been added to the EYFS entrance which allows for limited access by a wheelchair into the KS1 building, no ramps are required for access directly into KS2.
- We are able to offer support to children with some mobility issues although those who are totally wheelchair dependant would have difficulty accessing the classrooms due to steps and the space available.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- We endeavour to ensure that the range of extra-curricular activities on offer are appropriately supported to meet the needs of all children including those with SEND.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENDCO and ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. Where SEN Support Plans are in

place, they will be shared with the new teacher and new outcomes set in advance. If your child would be helped by a book to support them understand moving on then it will be made for them. Children with diagnoses of ASD will be supported by their Transition Passport which is regularly updated.

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCo of their secondary school.
- Your child will participate in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How are the school's resources allocated and matched to children's special educational needs?

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention. Funding is used to facilitate:

- Excellent targeted Quality First teaching. All teaching builds on what the child already knows, can do and can understand.
- Whole school inclusive practice and initiatives including multi-sensory resources.
- Low pupil to teacher ratios to support smaller teaching groups
- Teaching assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment identify needs.
- SENDCo role and that of the wider Inclusion team
- Parent Liaison
- Liaison with external agencies including, additional Educational Psychology time, Speech Therapy provision and Therapeutic support.
- Provide specific resources to support differentiation including ICT
- Time to support staff in developing Individual Pupil Passports
- Staff training (CPD)

How is the decision made about how much/what support my child will receive?

- We have a wide range of specific interventions designed to meet the differing needs of pupils and pupils may take part in a single, or many different interventions. Differentiated learning is supported by a team of skilled and trained learning support assistants (LSAs); and pupil progress is tracked and evaluated termly. These programmes are flexible and responsive to pupil need.
- In addition, SEND pupils have SEN Support Plans which focus on children's specific strengths and weakness and are a focus for teacher, pupil and parent discussions to support learning.
- Pupil progress is reviewed by teachers and the Senior Leadership team to ensure that progress is made by all pupils, including those with SEND. If pupils become at risk of underachievement, then interventions are put in place.

- Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.

How will I be involved in discussions about and planning for my child's education?

- Meetings are held termly to discuss a child's progress. Specific targets will be set and reviewed at this meeting and parental views and those of your child, will together form the support plan.

Who can I contact for further information?

- Further information is included under Sunderland Local Offer.
- Parents can contact the school office for further information.