



SEND Local Offer

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Introduction/ Overview

Newcastle Primary School is a small rural primary school ranging from 4 to 11. We have close links with the local nursery. We currently have two classes, EYFS and KS1, and KS2.

At Newcastle we are an inclusive school, we encourage every pupil to meet their full potential through support and interventions tailored to each child.

People who support children with special educational needs and /or disabilities Newcastle CE Primary School.

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?	Class Teachers	He/ She is responsible for: <ul style="list-style-type: none">• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	The SENCo	She is responsible for: <ul style="list-style-type: none">• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

	<p>Teaching Assistants / Key Workers</p> <ul style="list-style-type: none"> • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • Part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist. • Updating and monitoring the school's provision map (this is a document which records the additional support that your child is receiving). • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Individual Education Plans. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>They are responsible for completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENCo.</p> <p>They are responsible for monitoring the daily support that your child receives to ensure that they receive the support as stated within the provision map.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.</p>
	<p>Headteacher</p> <p>He/she is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He delegates responsibility to the SENCo and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met.

	SEND Governor	<ul style="list-style-type: none"> • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>The governing body are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
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The Assessment process

What will happen if the school has a concern about my child?	Initially we monitor all children closely within the classroom. Termly assessments of all children in Maths, writing, reading and phonics. If a child is not making the expected progress then subtle support will be put in place within the classroom. If a child is still not making expected progress then parents will be invited into school for a meeting with the class teacher to discuss further proceedings and possible referrals to outside agencies.
What can I do if I have a concern about my child?	At school we have an open door policy where you are welcome to come and talk to any member of staff before or after school about your concerns regarding any school issue or alternatively contact the school office to make an appointment.
How can the school access additional support for my child?	Initially a class teacher will discuss concerns with the SENCo and set up a time for observations or simple assessments to be completed. From this, interventions will be put into place for the child by the SENCo and monitored by both the class teacher and SENCo over-looking the impact of the interventions. If the child is still not making expected progress then the school would refer to specialist outside agencies, such as Woodlands or Severndale.
What will happen if my child is still not making the progress that you would expect?	After following the route of implanting recommendations of the external agencies and the child is still not making progress then we would consider applying for a statutory assessment. A statutory assessment is where the child has a range of physical and academic assessments to see if they would benefit from additional support to enhance the support they already receive in the classroom. This process can take up to 26 weeks.
What will happen if my child is assessed and	If the local authority issues a statutory assessment for your child an Education, health and care plan will be put in place. This will mean that your child will have additional support within the classroom through carefully

additional support is given?	targeted interventions (dependent on child.) It also includes long term targets for your child that they will be working towards.
If my child has a statement of special educational need, how will this be reviewed and monitored?	This is monitored through a yearly meeting called an annual review. At this meeting the school, yourselves and any outside agencies, such as speech and language. You would review the long term targets on the child's statement and if the child needs additional support/less support, this would be the time for this opportunity. You may also discuss if the child needs any further assessments maybe needed. An annual review can be called at any point within the year.
How will I be informed about the progress that my child is making?	Parents or carers will be informed of their child's progress through termly meetings (where needed). Parents will also be kept up to date through termly IEP's going home to parents with opportunity to discuss with the class teacher. All children have a minimum of one meeting a year with the child's class teacher and an annual report.
How will my child's thoughts and feelings be recorded?	Their thoughts will be considered when writing the IEP's (reviewing and re writing). This will happen in a form of a discussion with the child and how well they feel they are doing and perhaps where they would like extra support.
What happens when my child moves into the next class or onto secondary school?	When each child moves onto a new class we have two taster days for the children to experience the new classroom environment and to meet the staff within the classroom. The same process will happen when the year 6's move onto secondary school. There are several taster days set up throughout the year so each child is aware of their new surroundings.
What can I do if I feel that the school is not providing the best support for my child?	If you have a concern regarding your child, initially you should discuss this with the class teacher or the head teacher. A meeting then will be arranged where we will discuss and try to resolve any concerns. If after the meeting you are still concerned then we would refer you to our chair of governors and you would then follow the complaints procedure which is outlined in the complaints policy.

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• The class teacher will monitor the child in the classroom through observations and monitoring class work.• The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom.• If the interventions are not successful the next process will be to set up a referral to an external agency.• The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed.• Pupils will be regularly reviewed through classroom assessments	<ul style="list-style-type: none">• Staff model correct language to all children.• Any guidance given to school in regards to speech and language both class teacher and SENCo will be implemented into the child's education.• Encourage children to share ideas with class or small group work.	<ul style="list-style-type: none">• Specific interventions as suggested by the speech and language specialists.

such as SAT's or Year 1 phonic screening.		
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the daily routines. • Pre-teaching new vocabulary to the children before they encounter this in the classroom. • To give child a straight instruction to do something and in smaller chunks rather than a list. 	<ul style="list-style-type: none"> • Social stories/comic strip conversations • Visual timetables • Quiet places for reflection and calming down.

Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Children are encouraged to work within a small group with the support of an adult. • Children are given work which is carefully differentiated. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. 	<ul style="list-style-type: none"> • Additional spelling practice • Children are encouraged to read daily • Letters and sounds programme • Touch typing activities such the BBC dance mat. •

2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic 	<ul style="list-style-type: none"> • Pupils are encouraged to with an adult in a small group where possible. For some activities children will be grouped within the ability levels. • Pupils receive specific interventions to at them with the skills they need to access the curriculum. Pupils are encouraged to work within the classroom environment with support when appropriate. • Pupils are encouraged to develop their own strategies to support them in any situation or difficulty they may come across in their learning for example to use phonic mats to support spelling. • Pupils are encouraged to use resources to support their learning for example by using their word books, ACE dictionary, number 	<ul style="list-style-type: none"> • Alphabet arc activities • Memory games such as Pellmanism or brain box activities. • Hickey dyslexia programme • Wave 3 • Touch typing activities e.g. dance mat on BBC website • ACE dictionaries • Coloured overlays/reading rulers • ICT games

<p>screening.</p>	<p>lines etc.</p> <ul style="list-style-type: none"> • Pupils are given the opportunity to revisit topics to ensure understanding of a concept so that the pupil deals secure with the topic. 	
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Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to with an adult in a small group where possible. • Pupil are encouraged to share their ideas with others and adults. • Adults will model behaviours of how to take turns, share and negotiate with peers. • Pupils are given clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations. • Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This supports every child with a consistent approach. 	<ul style="list-style-type: none"> • Anger management • Nurture area – somewhere quiet for a child to reflect • Circle of friends

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<ul style="list-style-type: none"> • Ensuring pupils sit near to the front of the classroom. • Following advice from the sensory inclusion services. • Pupils are encouraged to wear hearing aids and if appropriate an amplification loop can be worn by the adults.

2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the classroom so they can physically see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of the information that is to be displayed. • If the pupil has a significant visual impairment then the teacher will ensure that furniture and resources stay in expected places so they are easy to find. 	<ul style="list-style-type: none"> • Providing pupils with documents in a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using a different coloured background for the interactive whiteboard.

3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher will monitor the child in the classroom through observations and monitoring class work. • The SENCo will observe the child in the classroom setting and set up interventions for the class teacher to implement in the classroom. • If the interventions are not successful the next process will be to set up a referral to an external agency. • The SENCo will monitor the child's progress and if they are still not making expected progress then a Education health and care plan will be completed. • Pupils will be regularly reviewed through classroom assessments such as SAT's or Year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of their class or small group to listen to ideas of others. Where appropriate a fidget toy will be provided to keep them focused on task. • Pupils are provided with the resources such as pencil grips, laptops etc. so they are able to complete tasks. • When pupils are completing physical activities e.g. P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible they are provided for with the necessary equipment so they are able to participate. • When using tools and resources it is modelled by an adult prior to use and specialist tools are used where appropriate. 	<ul style="list-style-type: none"> • Pencil grips / tri-grip pencils • Lap tops • Dance mat touch typing programme • Interventions as suggested by the occupational therapy team • Fiddle toys • Cool kids