

# Mountfield Primary School

## Special Educational Needs Information



### School Vision

At Mountfield Primary School we pride ourselves on offering a welcoming, friendly atmosphere with enthusiastic and motivated staff. This is achieved within a safe, pleasant, and stimulating environment. We offer an exciting learning experience using a wide range of teaching methods for all children; challenging and encouraging them to achieve the best of their abilities and reaching their highest goals.

We expect all pupils to leave Mountfield reaching their personal best in literacy and numeracy, to have a positive attitude, a good set of morals and a desire to learn. This is achieved through very high standards of teaching, with highly trained and dedicated staff. Teaching is planned to meet the needs of each child so that every child can learn at his or her own level and rate. Work for individual children is set at a level that is appropriate for their ability and age. The curriculum incorporates lots of creative activities with children able to express themselves through drama and other such mediums. We believe praise, encouragement and incentives bring out the best in children. Children are enthusiastic about their lessons and have fun and enjoyment.

The school encourages all staff, parents/carers and children to work together as a team, with both open and individual discussions and we welcome new ideas. We believe that parents and children should be involved in assessments, allowing time for teachers to discuss



children's work with them, enabling them to talk about their own work and achievements and to give them a desire to continue to learn both within school and outside. Pupil assessment is conducted when appropriate and may be varied to suit pupils' abilities. Parents are kept informed about their child's progress and are actively involved in their child's learning.

Our aim is to develop positive attitudes among pupils; children and staff treat each other politely and with respect. Children listen to each other, and value the opinions of others. Children are open to new ideas and are confident to express their own opinions. We have high standards of behaviour and morals and the staff make excellent role models.

The school also has an excellent range of extra-curricular activities, which run throughout the year, aimed at benefiting the whole community. As a school and through other agencies we provide further learning and education for adults, as well as parent groups and family learning. A number of local organisations also make the most of our exceptional indoor and outdoor facilities, which in turn provides extra funding for the school

At Mountfield, we believe that every child is unique and has a right to an excellent education and through our nurturing and caring we are able to allow each child to see their potential and reach their highest goals.

This document provides parents, carers and families with information about the various ways in which we support our children with special educational needs (SEN) to achieve their potential. We provide a full range of educational and pastoral support so that all of our children with SEN can make good progress. The information here is general; each child is an individual and will receive unique provision and resources where necessary.

If you require further information, or a chat please contact our Special Education Needs Co-ordinator (SENCO) by e-mail [claire.godfrey@mounfield.newcastle.sch.uk](mailto:claire.godfrey@mounfield.newcastle.sch.uk) or phone 0191 285 3793 and ask for Claire Godfrey.

Mounfield 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' on <https://www.newcastle.gov.uk/education-and-learning/special-educational-needs>

### Why might a child be identified as having SEN?

- They are experiencing great difficulty with their learning and are not making the expected amount of progress relative to their age and/or they have a specific learning difficulty e.g. dyslexia.
- They have emotional, social and/or behavioural difficulties.
- They have difficulty with social communication and interaction.
- They have sensory and/or physical needs, e.g. hearing impairment.



### **For all children with SEN at Mountfield Primary School we:-**

- use early assessment and close observations to identify whether a child is showing signs of difficulties in one or more of the four main areas above.
- use child friendly individual education plans (IEPs) which clearly state the child's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- involve the child, parents or carers and key staff members in the writing, implementing and reviewing of individual education plans.
- deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual children and to promote pupil progress.
- seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- operate a graduated response based upon need; **assess, plan, do, review**
- ensure that there is access to teaching and learning for pupils with SEN which is monitored through the school's self-evaluation process. Lessons are as inclusive as possible with adjustments made depending on need.
- use teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- evaluate all school-related activities in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- ensure that our school activities and trips, as far as possible, are accessible to all our SEN children.
- place support staff where they are needed throughout the school to ensure pupil progress, independence and value for money.
- ensure that all staff have completed and continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- have a fully qualified SENCO, Claire Godfrey, who can provide advice and guidance to staff. She is supported by our Parent's Support Adviser, Sam Hall.
- offer support to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to Secondary School
- liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.
- work in partnership with parents and carers to meet the needs of individual pupils.

### **For pupils with a higher level of need or a statement of SEN or an Education Health and Care Plan (EHCP)**

- Detailed planning and monitoring of progress
- Individualised programmes of work across several areas
- Annual reviews of a statements of SEN or a EHCP with recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

Types of SEN for which provision is made at Mountfield Primary	Support/provision made at Mountfield Primary
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> <li>• Learning Difficulties (Moderate – MLD)</li> <li>• Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li> </ul> 	<ul style="list-style-type: none"> <li>• Strategies, including small group provision, to promote and develop literacy and mathematical skills with increasing independence</li> <li>• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths eg. Magic Maths, memory groups, memory groups, Toe by Toe, Codex</li> <li>• Small group daily phonics teaching for Reception, Key Stage 1 pupils at their level of phonic acquisition</li> <li>• Differentiated phonics teaching or repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within (lower KS2)</li> <li>• Phonics booster groups for Years 5 and 6.</li> <li>• Use of ICT where possible to reduce barriers to learning eg. Enlarged keyboard, Nessy, IYE can Learn</li> <li>• Use of support materials and resources such as Numicon</li> <li>• Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical. (Individual activity pack.)</li> <li>• Strategies and resources to support dyslexic pupils eg. coloured overlays for reading, word banks to support spelling of key words</li> <li>• Additional processing/thinking time for responding to questions, completing tasks, sharing ideas</li> <li>• Multi-agency involvement with the family as required</li> </ul>
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include;</p> <ul style="list-style-type: none"> <li>• Social difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a staff team who are dedicated in supporting children and their families through difficulties and sometimes challenging times.</li> <li>• Early morning drop in sessions are available to see children one to one if needed.</li> <li>• Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy)</li> <li>• Employing creative, fun behaviour management plans which the children and families are invited to design themselves.</li> <li>• Risk assessments are carried out to ensure the safety and</li> </ul>

- Mental health conditions
- Emotional difficulties



inclusion of all pupils in all activities

- Referrals to specialists outside of the school where appropriate (Educational Psychology Service, Children and Young People's Service (CYPS))
- Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience eg. Friendship Group, Nurture Group, the Art club, one to one Counselling service etc
- There are quiet spaces around school where children can go and feel safe and able to talk.
- Opportunities to attend residential trips in Year 5 and Year 6 which help to develop social, emotional and behavioural resilience, promoting independence.

Communication and Interaction

This may include;

- Autistic Spectrum Disorders (ASD)
- Speech, Language and Communication Needs (SLCN)



- Visual timetables to support children to understand what will happen and when
- Support during times of stress or anxiety
- Social skills support through small group intervention eg. Friends programme, social stories
- Use of ICT where possible to reduce barriers to learning
- Support or supervision at unstructured times of the day eg break time and lunchtime where appropriate
- Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts
- Opportunity to communicate in various ways eg. communication books, Makaton (EYFS)
- Small group or one-to-one support for developing pupils speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists
- Resources to reduce anxiety and promote emotional wellbeing eg., stress ball, social stories
- Close liaison with Newcastle Speech and Language Team and experts within the field of Autistic Spectrum Disorders.

## Sensory and/or Physical Needs

This may include:

- Hearing impairment (HI)
- Visual impairment (VI)
- Multi-sensory impairment
- Physical Disabilities
- Medical Needs



- Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils
- Staff work with specialists from outside the school during relevant training and professional development to support children with significant medical needs
- Strategies and programmes of work from the Occupational Therapy Service are followed for children with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
- Additional handwriting support through targeted intervention programmes eg. Write from the start
- Physical aids or resources where necessary or where advised by specialists eg. posture cushion, pencil grips, spring scissors, therapy putty
- We provide support with personal and intimate care if and when needed
- We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into the school building at the main entrance if required. (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)
- One-to-one support for gross and fine motor skills in the classroom as and when required
- 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 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**

#### **Northeast Special Needs Network**

(Supports families with disabled children/young people from birth to 25 years)

Northeast Special Needs Network  
Northern Counties Site  
Tankerville Terrace  
Jesmond  
Newcastle upon Tyne  
NE2 3BB

Phone and fax  
Admin: 0191 281 2485

Family Advice Workers: 0191 281 2255

Email: [admin@nsnn.org.uk](mailto:admin@nsnn.org.uk)

Parents can also contact their local **Parent Partnership Service** for impartial information, advice and support in relation to their child's SEN and/or disability.

The Parent Partnership Officer can be contacted on 0191 284 0480  
or by email: [judith.lane@newcastle.gov.uk](mailto:judith.lane@newcastle.gov.uk)

