

# Wyndham Primary School

## Special Educational Needs Information

### 2019-2020



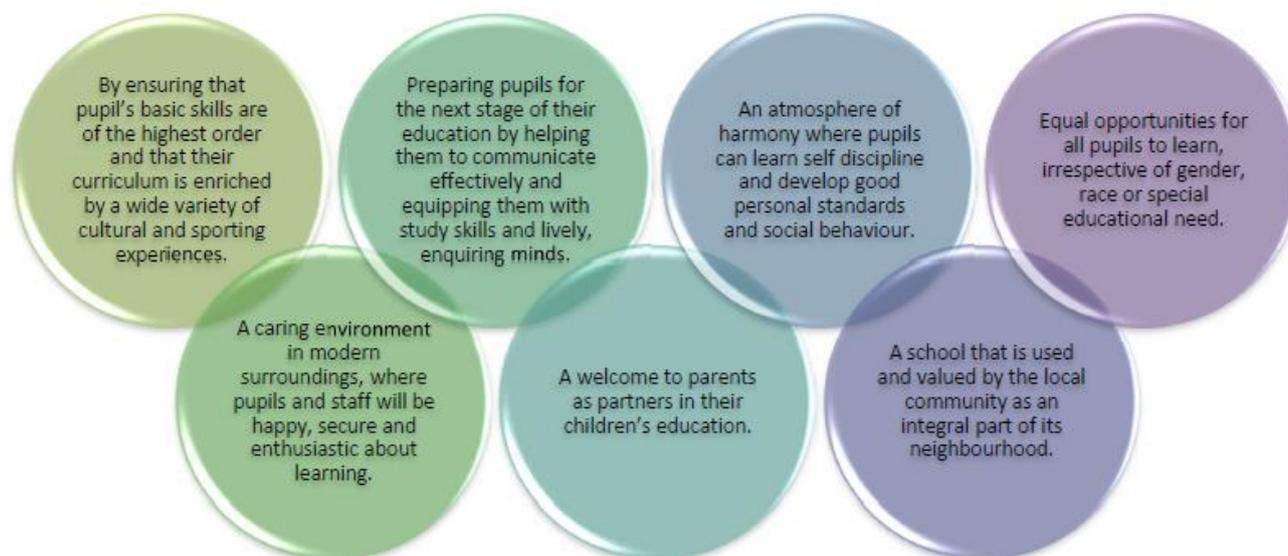
The SEN Information Report should be read in consultation with the SEND policy, Accessibility Plan, Inclusion Policy and Annual SEND Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

*(Children and Families Act 2014, Part 3)*



**Our statement of intent is to provide an excellent education for all pupils:**



Our Statement of intent is the foundation for all we do in school, including our work with our children with additional learning needs. Wyndham is a fully inclusive school. We ensure that all pupils are supported to reach their potential 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. In addition to a fully qualified SENDCO (Special Educational Needs and Disabilities Coordinator), we work very closely with various professionals from a wide range of outside agencies. School also employ a counsellor to support pupils with emotional or mental health difficulties, relationships, bereavements and self-esteem issues and a Lead Professional to support the wider family too. Each child is an individual and will receive unique provision and resources where necessary.

### **Supporting Parents and Carers**

Support is offered to families and they are to services and organisations which may offer support and advice where appropriate.

- Parents can contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEN and/or disability.
- The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service officer is Judith Lane. She can be contacted on 0191 284 0480 or by email: [judith.lane@newcastle.gov.uk](mailto:judith.lane@newcastle.gov.uk)
- The Local Offer is a collection of the services, information and advice that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use.

### **Link to Newcastle's Local Offer:**

<http://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page>

- The Family, Advice and Support Team can be contacted on 2818737 or at [information@skillsforpeople.org.uk](mailto:information@skillsforpeople.org.uk)
- Whole school policies such as those for Behaviour, Accessibility, Anti Bullying and SEND are reviewed on a regular basis.
- Please read our SEND Policy on the Wyndham Website

### **Coffee Afternoons**

Parents and Carers are invited to an informal coffee afternoon each term, giving them the opportunity to get together to talk, share ideas and discuss any successes or issues which have arisen. These coffee afternoons have been well supported and will continue over the next academic year.

### **There are a number of reasons why a child may be identified as having Special Education Needs:**

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

**For all pupils who have additional needs:**

- We use pupil friendly Personal Provision Maps which clearly state the pupil'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.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- We work in partnership with parents and carers to meet the needs of individual pupils.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Personal Provision Maps.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- Pupil's attainment and progress is tracked through the EYFS curriculum, The Newcastle Tool or Cornerstones Assessments
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We use strategies to reduce anxiety/ promote emotional well-being.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations, which may offer appropriate support or advice via the Newcastle Local Offer.
- We ensure that our school activities and trips are accessible to all our pupils with SEND.
- We offer support to all pupils and parents during all periods of transition
- We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.

**There are four areas of SEND Need: Code of Practice 2014**

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Sensory or Physical Needs

## Communication and Interaction

### This may include:

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



- Areas of classroom are clearly defined and labelled
- Visual timetables in all classrooms to support pupils to understand what will happen and when
- Support during times of stress or anxiety
- Areas of low distraction / individual workstations/ calm areas in classes
- Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toy, stress ball in all classes
- Strategies to reduce anxiety
- **A Sensory room** which pupils are able to access with adult support, "I can clear my head here.." offering a therapeutic approach for physical needs and to help calm pupils with autism.

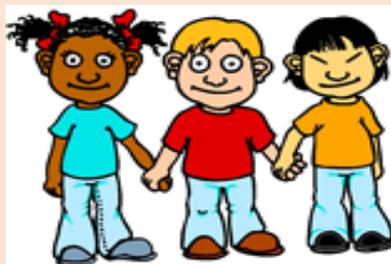


- Social skills support through small group interventions e.g. Box-all, social stories
- Use of ICT where possible to reduce barriers to learning
- Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate
- Rewards of golden time/peer interaction for individual pupils
- Use of individualised reward systems to promote learning and enhance self-esteem
- Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts
- Opportunity to communicate in various ways e.g. communication books, home school visual pictures
- 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 and the Development Language Disorder Team
- Relevant staff qualifications
- Advice / training from outside agencies

## Cognition and Learning Needs

### This may include:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD) - dyslexia, dyscalculia, dyspraxia)



- We support access to the curriculum and to develop the skills for independent learning e.g. through changes to classroom environments, use of IT, support staff and specific interventions
- Pupils attainment and progress is tracked through the EYFS curriculum, The Newcastle Tool and Cornerstones
- Strategies to promote and develop literacy and mathematical skills with increasing independence
- We use a wide range of resources to promote multi-sensory, practical, creative and independent learning.
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas.
- Additional small group support in class from the class teacher and teaching assistant/ LSA
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Toe by Toe, Sound Linkage, Looking and Thinking, Language for Thinking and Stile
- Small group daily phonics teaching for lower Key Stage 2 pupils at their level of phonic acquisition
- Use of ICT where possible to reduce barriers to learning e.g.
- Use of support materials and resources e.g. Numicon in maths
- Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical
- Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words
- Alternative approaches to recording promoted.
- Opportunities for repetition of key learning.
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
- Strategies to reduce anxiety
- Multi-agency involvement with the family as required
- Advice and support from outside agencies. We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified.
- Differentiated and, where applicable, individually personalised homework.
- Relevant staff qualifications
- Advice / training from outside agencies
- We provide small group support with a focus on literacy or numeracy skills, depending on need.
- Dyslexia friendly classrooms

## Social, Emotional and Mental Health Needs

### This may include:

- Mental Health Condition
- Social Difficulties
- Emotional Difficulties
- Looked After Children



- The school provides excellent robust pastoral care for all pupils.
- The school also offers a Lead professional and a counsellor (Counselling) and an attendance officer.
- The Lead Professional also has Thrive training. This helps children develop their emotional well-being along with their social skills and self-esteem.
- Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience (Lead Professional)
- Counselling service, Key member of staff for support/ mentoring
- Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy)
- Wyndham offers a Friday afternoon golden time as a reward for positive social, emotional and behaviour throughout the week.
- Weekly Monitoring linked to attainment and progress
- Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
- Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS)
- Positive Behaviour Management Plans are used effectively, where necessary, to ensure children can access the curriculum and all children remain safe
- Support for children with a specific emotional need, for example, bereavement.
- Home school liaison (Lead professional)
- Strategies to reduce anxiety (Calm areas in all class rooms and a Sensory Room are used to support pupils)
- Residential trips which help to develop social, emotional and behavioural resilience and promote independence (Year 6)
- Support and additional preparation for examinations
- Staff trained in positive handling
- Staff have been involved in Sensational Schools Training
- We seek support from outside agencies such as School Health, Community Paediatrician, the Children and Young People's Service (CYPS) etc.
- Relevant staff qualifications
- Advice / training from outside agencies

*(Link: Anti-Bullying Policy)*

## Sensory and Physical Needs

### This May include:

- Hearing Impairment (HI)
- Visual Impairment(VI)
- Physical Disabilities
- Multi- Sensory Impairment
- Medical Needs



*“Only as high as I  
reach, can I grow  
Only as far as I seek,  
can I go  
Only as deep as I look,  
can I see  
Only as much as I  
dream can I be.”  
Karen Ravn*

- 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 pupils with significant medical needs
- Strategies and programmes of work from the Occupational Therapy Service will be followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
- Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, writing slopes, pastel coloured ‘White boards’
- We make every effort to be as accessible as possible, for example, disabled toilet facilities, lift to KS2 classrooms and a ramp into KS1 yard if required. (See Accessibility Plan)
- Additional handwriting support through targeted intervention programmes e.g. ‘Playdough Disco’, ‘Write Dance’ and ‘Write from the Start’,
- One-to-one support for gross and fine motor skills in the classroom as and when required
- Movement breaks for pupils with motor coordination difficulties as and when required
- Alternative ways of recording ideas/writing/investigations
- We provide support and practical aids where appropriate to ensure pupils can access the curriculum.
- Our sensory room offers a therapeutic approach for children with a range of difficulties. The room is furnished with specific sensory equipment and activities, to benefit specific sensory processing difficulties.
- Staff have received training in understanding the impact of a physical or sensory need on the teaching of learning of the child.
- We seek advice and guidance from school health for pupils with significant medical needs
- 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)
- When it is appropriate we use ICT to enhance pupil’s access to the curriculum.

*(Links: Accessibility Plan; Managing Medicines Policy)*

**If you have any concerns about your child’s learning or well-being please come in to school. We shall be happy to discuss things and work with you as we all seek to support your child in our school, Email us at: [admin@wyndham.newcastle.sch.uk](mailto:admin@wyndham.newcastle.sch.uk) or telephone 0191 285 3895.**

*(Link: Support Services for Families) Updated September 2019*