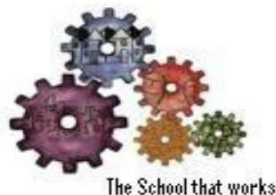


## Special Educational Needs Information



**Canning Street Primary School Vision: for everyone to be a happy, resilient, confident and motivated learner who will achieve their full potential and contribute to society.**



**Our vision is the back drop for all we do in Canning Street Primary School, including our work with our children with additional learning needs and disabilities.**

A new duty in the Special Educational Needs and Disabilities Code of Practice is being placed on Local Authorities from September 2014 and this is being referred to as the 'Local Offer'. This means that Local authorities must publish, in one place, information about provision they expect to be available in their area for children and young people from 0 to 25 who have special Educational Needs and/ or Disabilities.

The local offer must include both local provision and provision outside the area that the local authority expects is likely to be used by children and young people with special Educational Needs and/ or Disabilities for whom they are responsible.

The local offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities available.
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers.

The local offer forms a significant part of the new SEN Code of Practice and focuses on statutory duties for local authorities. The local offer is what goes on every day to support children and young people with SEND and how we ensure quality around this. This includes what we expect to be available in schools, colleges and other educational provision.

By law, the Local Authority has to publish the arrangements for children with special Educational Needs and/ or Disabilities and further details are available in the Local Authority Local Offer. All schools receive funding in their budget to allow them to provide for pupils with SEND, and have the freedom to make the necessary arrangements using existing staff, or look for advice and support from outside the school. When a child has special needs, the school and its Governing body is required to fulfil the requirements set out in the Children and Families Bill 2014.



## School Offer



This document gives families information about the variety of ways we, at Canning Street Primary School, ensure support is in place for our children with special educational needs and disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all children and our children with SEND make very good progress. The school has systems in place which make it possible to offer a flexible range of provision which is able to meet the individual needs of every one of our pupils. The information here is general; each child is an individual and will receive unique provision and resources where necessary. The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. At Canning Street Primary School, all children are treated with dignity and respect irrespective of need or disability.

If you would like further information, or a chat, please contact our SENDCO, Sarah Holmes.

**Email [admin@canning.newcastle.sch.uk](mailto:admin@canning.newcastle.sch.uk) or telephone 0191 273 5465**

### Staff Qualifications, Training and Expertise within Canning Street Primary School

- SENDCO undertaking 'National Award for Special Educational Needs Co-ordination
- Fully Qualified first aiders
- Level One ASD training for teaching staff
- Learning Support Assistants with ASD awareness training
- Learning Support Assistant with Level 3 Dyslexia Certificate
- Learning Support Assistant with ECLAN Level 2 Speech and Language Qualification
- Learning Support Assistants trained to deliver Drawing and Talk Therapy
- Teaching and Support Staff trained to deliver the Letters and Sounds phonics programme
- Learning Support Assistants with Addacus training
- Learning Support Assistants with Word Aware training
- Teaching and Support Staff with Makaton Training
- Learning Support Assistant with trained in PECS communication system
- Learning Support Assistants trained in Boardmaker software
- Staff trained in use of Social Stories
- Learning Support Assistants trained to deliver Lego Therapy

**For all children at Canning Street Primary School who have an additional need we:**

- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning. Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Monitor, through the schools' self-evaluation process, quality teaching and learning for pupils with SEND.
- Employ a fully qualified Special Educational Needs Co-ordinator (SENDCO) to lead on SEN provision across the school and support the SENDCO in order to achieve the National Award for Special Educational Needs Co-ordination.
- Assess and review the learning of our SEND children, using that information to inform future planning and teaching.
- Operate a graduated response based upon need; **assess, plan, do, review**.
- Provide learning support assistants in class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children.
- Allocate support staff according to their expertise and the needs of the pupils, to ensure that quality of provision and value for money is maintained.
- Hold regular meetings for SEN learning support assistants with the SENDCO, to review children, interventions and resources to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our "open door" approach. Families are also advised of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists how best to support our SEN children.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND. Ensure our school activities and trips, as far as is possible, are accessible to all our SEN children.
- Hold, at least, twice yearly, review meetings with families for children with a higher level of SEND.
- Provide on-going SEND training and information for teachers and learning support assistants.
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.

**For children with a higher/more complex level of need, including those with a statement of SEN or an Education Health and Care Plan (EHCP), we provide:**

- 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

*(Please see CSPS SEND Policy)*

## Categories of Need

**There are a number of reasons why a child may be identified as having SEN:**

- 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.

# Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs (SLCN)

## At Canning Street Primary School we:

- Use visual timetables when needed to support children to understand what will happen and when.
- Provide areas with reduced distractions and low stimulus.
- Provide a range of ways to communicate with adults and children in school eg. PECS, visual prompts, Makaton.
- Support or supervise at unstructured times of the day eg. break time and lunchtime where appropriate.
- Use social stories to help children learn how to approach different social situations.
- Run small groups focusing on friendship and social communication skills.
- Have a variety of resources available to use, depending on a child's sensory difficulties, including a fully equipped sensory room.
- Spend time with children helping them to identify situations that cause anxiety and finding ways to relieve that it.
- Run small group and 1:1 speech and language sessions.
- Access expertise and advice of the NHS Speech and Language Team as well as the Educational Psychology Service and outreach service from Thomas Bewick School.

# **Cognition and Learning Needs**

## **Moderate Learning Difficulties (MLD)**

### **Specific Learning Difficulties**

#### **(SpLD)**

#### **At Canning Street Primary School we:**

- Are a dyslexia friendly school.
- Access expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified.
- Provide small group support with a focus on English or Mathematics skills, depending on need.
- Use intervention programmes to improve English or Mathematics skills e.g. Beat Dyslexia or Nessy.
- Provide resources to support children with specific needs e.g. coloured overlays/exercise books and reading rulers to help with reading for our dyslexic children.
- Differentiate phonics teaching or repetition of key learning at the phase of 'Letters and Sounds' that individual pupils are working within.
- Provide additional processing/thinking time for responding to questions, completing tasks, sharing ideas. Apply for additional time in end of KS national assessments.
- Provide fine and gross motor skills activities including 'Teodarescu' programme.

# Social, Emotional and Mental Health Needs

## Mental Health Condition

### Social Difficulties

### Emotional Difficulties

#### At Canning Street Primary School we:

- Set clear boundaries with sanctions and rewards followed to offer pupils structure and routines (*Please see CSPS Behaviour Policy*)
- Provide excellent pastoral care for all of our children.
- Provide one to one 'Drawing and Talking' sessions with trained support staff when required.
- Provide one to one nurture sessions for vulnerable children.
- Put in place short term support for a child with a specific emotional need, for example, bereavement.
- Run small groups focusing on friendship and social communication skills .
- Seek the expert advice and support of outside agencies, including the School Health Advisor and the Children and Young People's Service (CYPS) .
- Offer support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate.
- Offer self-esteem / well being groups in each year group for vulnerable children.

## **Sensory and Physical Needs**

### Hearing/Visual Impairment

### Physical Disabilities

### Multi- Sensory Impairment

### Medical Needs

#### **At Canning Street Primary School we:**

- Provide support and practical aids where appropriate to ensure pupils can access the curriculum.
- Seek advice and guidance from school health and paediatricians for pupils with significant medical needs.
- Run intervention sessions to improve pupil skills, e.g. gross and fine motor skills.
- Request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team.
- Use ICT, when appropriate, to enhance pupil's access to the curriculum.
- Train staff, when required, in understanding the impact of a physical or sensory need on the teaching of learning of the child.
- Are fully accessible to disabled children, parents/carers. (*Please see CSPS Accessibility Plan*)
- Train staff to understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (*Please see CSPS Administering Medicines Policy*)



# Support for Families

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 Sarah Holmes: [admin@canning.newcastle.sch.uk](mailto:admin@canning.newcastle.sch.uk) or telephone 0191 273 5465. Thank you

## Useful Websites

Children and Families act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

- Education Healthcare Plan

<http://www.ehcplan.co.uk>

- Extended glossary of terms:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>

- National Autistic Society.

[www.autism.org.uk](http://www.autism.org.uk)

- Parent Partnerships Newcastle upon Tyne

[https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=l2\\_g69fp8-8](https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/service.page?id=l2_g69fp8-8)

- SEND Code of Practice [https://www.gov.uk/government/consultations/special-educational-needs-sen-](https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations)

[code-of-practice-and-regulations](https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations)

- Visual Impairment, Newcastle City Council

[www.newcastle.gov.uk/.../visual-impairment](http://www.newcastle.gov.uk/.../visual-impairment)