

Fordley Primary School

Special educational needs (SEN) information report



"To measure the success of our societies, we should examine how well those with different abilities, including people with autism, are integrated as full and valued members."

-Ban Ki-moon (Former Secretary General to the United Nations)

Approved by: Standards Governors

Date: September 2024

Last reviewed on: July 2024

Next review due by: July 2025

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy and Local Offer

- You can find it on our website <https://www.fordleyschool.com/send-and-inclusion/>
- You can also ask a member of our team to make a copy or send you the policy

Please note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Fordley Primary school we offer support for pupils with the following needs:

AREA OF NEED	CONDITION	EXAMPLES OF SUPPORT AVAILABLE WITHIN SCHOOL
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction. • Support / supervision at unstructured times of the day. • Friendship programme to support skills. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from external agencies to meet the needs of pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
	Speech, language and communication needs	
	Social communication difficulties	
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with special educational needs is monitored through our self-evaluation process. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources.
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	<ul style="list-style-type: none"> • Our ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • We provide effective pastoral care for all pupils. • Support and advice is sought from external agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group to support pupils. • Information and support is available within school for behavioural, emotional and social needs • Support from Connect Mental Health Support Team • Referrals to specialist agencies such as CYPS, CAMHS
	Attention deficit disorder (ADD)	
	Emotional health and wellbeing	
	Social needs	

Sensory and/or physical	Hearing impairments	<ul style="list-style-type: none"> • Support and advice is sought from external agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff training to ensure understanding of the impact of a sensory need upon teaching and learning. • Staff fully understand and apply the medicine administration policy. • The SENDCO and Inclusion Lead completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • Entrances to the school allow wheelchair access plus disabled toilets/ facilities.
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCOs is:



Mrs Miller is a qualified teacher with significant teaching experience and many years of working with and supporting children with additional needs.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Recent training includes:

- Dyslexia training
- Medical needs training including diabetes, allergies and use of epipens
- Effective teaching and learning for children with SEND
- Writing support plans
- Mental Health training
- PACE training
- Understanding ADHD
- Understanding ASD
- Understanding the impact of Adverse Childhood Experiences
- Oracy training

At Fordley we believe that every teacher is a teacher of SEND and all staff are committed to provide an adaptable and inclusive learning environment.

Miss Cardwell and Miss Thompson have attended in depth training around supporting children with Autism (alongside families).

Teachers and teaching assistants regularly work alongside professionals such as speech therapists, the language and communication team and educational psychologists to be trained in, and then deliver, programmes including social communication and friendship groups.

Teaching assistants (TAs)

We have a team of 12 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 7 teaching assistants who are trained to deliver interventions such as Lego Therapy, Communicate and Regulate, BRP (Better Reading), Sensory Circuits, Play Therapy, Speech Therapy, Counselling, Five Point Scale and much more

In the last academic year, TAs have been trained in Communicate and Regulate, Speech Therapy, Counselling.

Mrs Lancaster has attended significant training linked to dyslexia strategies. Mrs Jardine and Mr Brown have worked alongside the language and communication team to become highly competent in delivering social support and language development groups. They are our resident experts on programmes such as Lego Therapy, teaching children to listen, talkabout, socially speaking and other group interventions. Mr Brown also uses resources such as Minecraft to enable children with additional needs to access and be engaged by their learning in a different way.

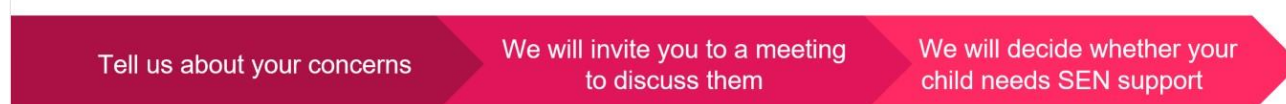
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists - SALT
- Educational psychologists - EP
- Language Communication Team - LCT
- Dyslexia Referral Team - DRT

- › Occupational Therapists – OT
- › Behaviour Outreach Support (Silverdale)
- › Play Therapists
- › Sensory Support Team – Visual and Hearing Impairment
- › Ethnic Minority and Traveller Achievement Service – EMTAS
- › HIVE – supporting the needs of looked after and previously looked after children
- › RHELAC – Raising the Health and Education of Looked After Children Team
- › Barnados
- › GPs or paediatricians
- › School nurses / Health Visitors
- › Child and adolescent mental health services (CAMHS or CYPS if your family GP is in Northumberland)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Acorns – Domestic Abuse Outreach Service
- › Mental Health Support Team
- › Statutory Assessment and Review Service - SARS

3. What should I do if I think my child has SEN?



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can do this by:

- Emailing SEND@fordleyprimary.org.uk
- Ringing 0191 2502207 and asking to speak to your child's class teacher
- Sending a message on Seesaw

They will pass the message on to our SENCO, Mrs Miller, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by emailing SEND@fordleyprimary.org.uk or ringing the school, or sending them a message on Seesaw

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include finding age related learning difficult to

access or understand, noticeable difficulties with social interaction, change in behaviour (perhaps much more quiet than normal or presenting as more challenging than normal).

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra teaching to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

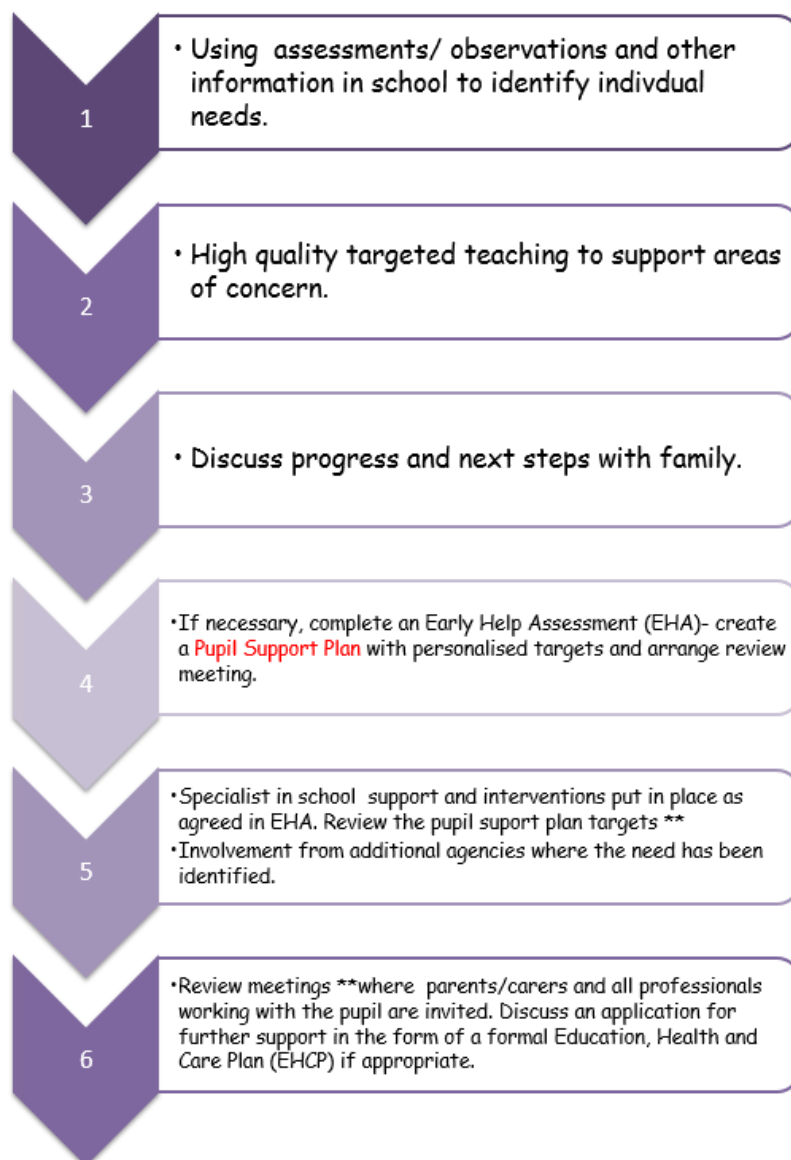
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you, your child and your child's teacher to create a SEN support plan for them.

As a school, we know that children with special educational needs (SEN) may fall into one of the following categories which is noted as the child's primary area of need:

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

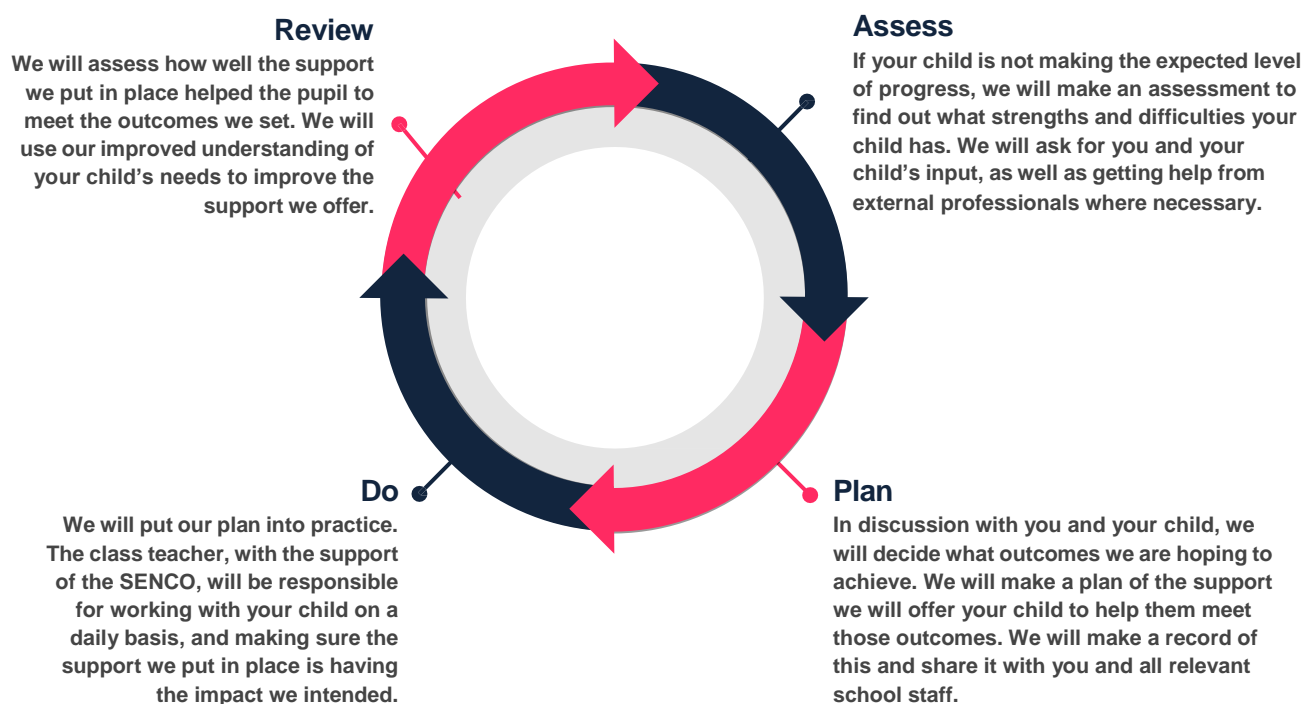
We acknowledge that, more often than not, children with special educational needs may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child,



5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's class/form teacher will meet you three times per year as part of consultations meetings, and you will also have the opportunity to meet with them alongside the SENCo and TAs working with your child to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

You can contact your child's class teacher by:

- Emailing office@fordleyprimary.org.uk
- Ringing 0191 2502207 and asking to speak to them (if they aren't available at that time a message will be passed to them and they will return your call)
- Sending a message on Seesaw which will be picked up during working hours

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

As part of all EHCP and Support Plans, an adult familiar to your child will sit down with them and record their views.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum and day to day teaching and learning to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing

- Using a 'small steps' approach to teaching meaning that we teach learning within a lesson in small chunks at a time to make sure children understand it before moving on to new learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Actively encouraging the use of physical support equipment for children who need it such as angled boards, ear defenders, fidget toys, wobble cushions etc
- Teaching assistants will support pupils on a 1-to-1 basis when there is a specific needs that has been identified on a child's support plan or EHCP (Education Health and Care Plan)
- Teaching assistants will support pupils in small groups when teachers know that children can access the learning in class with additional support, or when children access a specific intervention tailored to their needs

Our Teaching Assistants are not allocated to classes, but are allocated to where needs are across the school.

We may also provide the following interventions:

- Speech and Language programmes
- Dyslexia programmes
- Play Therapy / Counselling
- 1:1 / small group additional phonics / reading
- Lego Therapy
- Sensory Circuits
- Social Communication groups

AREA OF NEED	CONDITION	EXAMPLES OF SUPPORT AVAILABLE WITHIN SCHOOL
Communication and interaction	Autism spectrum disorder	<ul style="list-style-type: none"> • Visual timetables. • Areas of low distraction – sensory tents in key areas of school and the Busy Bees room for Reception/Y1 children
	Speech, language and communication needs	<ul style="list-style-type: none"> • Support / supervision at unstructured times of the day. • Social skills programme to enhance self-esteem • Small group work to improve skills. • ICT is used to support learning where appropriate.
	Social communication difficulties	<ul style="list-style-type: none"> • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from external agencies to meet the needs of pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil • Teaching resources are routinely evaluated to ensure they are accessible to all children • Differentiated curriculum and resources
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups • ICT is used to reduce barriers to learning where possible.
	Moderate learning difficulties	<ul style="list-style-type: none"> • Support and advice is sought from external agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with special educational

	Severe learning difficulties	<p>needs is monitored through our self-evaluation process.</p> <ul style="list-style-type: none"> • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources.
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	<ul style="list-style-type: none"> • Our ethos values all pupils • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • There is a whole school approach to promoting self-esteem, self-awareness and resilience through the school's Character Skills • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • We provide effective pastoral care for all pupils. • Support and advice is sought from external agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group to support pupils. • Information and support is available within school for behavioural, emotional and social needs • We work with the Mental Health Support Team who offer a more rapid response to early signs of emotional health and wellbeing concerns • School refers to CAMHS or CYPS when there is a more significant need identified • Staff have received LGBTQ+ training • The PSHE curriculum is reviewed regularly to ensure children's needs are met • Play Therapist works with identified children to support with, and address, underlying causes of anxiety and stress
	Attention deficit disorder (ADD)	
	Emotional health and wellbeing	
	Social needs	
Sensory and/or physical	Hearing impairments	<ul style="list-style-type: none"> • Support and advice is sought from external agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff training to ensure understanding of the impact of a sensory need upon teaching and learning. • Staff fully understand and apply the medicine administration policy. • The SENCo completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • School is fully accessible to all, including wheelchair users, with ramps fitted to most entrances and lift facilities available • School has disabled toilets/facilities including access to showers
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

Please note – a copy of our Accessibility Policy can be found on our website www.fordleyschool.com

These interventions are part of our contribution to North Tyneside Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities (e.g. resources to help them manage the school day more successfully such as ear defenders, angled writing boards, wobble cushions etc)
- More teaching assistant hours (allocating a teaching assistant to work with your child where their identified needs are greatest. We will also consider which teaching assistant will be the most appropriate for your child)
- Further training for our staff (access to specific training to enable staff to meet the identified needs of your child, alongside cover to enable them to attend the training)
- External specialist expertise (buying in trained professionals to address the identified needs of your child e.g. play therapist)

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

When planning for your child's needs we will consider which of the above will make the biggest impact on outcomes for them as well as enhancing their daily experience within school.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where needed, adaptations may be made to the activities of the clubs/school visits to ensure all children can access them.

All pupils are encouraged to go on our school trips, including our residential trip to High Borran. Prior to residential, meetings will take place with parents/carers to ensure all children's needs are catered for.

All pupils are encouraged to take part in all activities throughout our school calendar, including events such as sports days. Consideration is made, prior to any activities, to ensure that all children are able to take part in a way that ensures enjoyment for them. PE lessons, for example, are adapted to enable all children to take part in a variety of ways.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Fordley we invite all pupils to attend, to thrive and flourish. We are fully accessible for children with disabilities and our site includes ramps, a lift and accessible changing facilities. Full details of the schools admission policy can be found on our website. <https://www.fordleyschool.com/admissions>

Our school has provision to address physical disabilities and we will encourage families to contact school to discuss the needs of their child. Further information relating to the plan prepared by our governing body relating to equality and accessibility can be found on the school website. www.fordleyschool.com

- Where a child may have a disability or SEN, we actively encourage a meeting with parents/carers, and a tour of the school, prior to the child starting at Fordley Primary as this enables us to put the most appropriate adaptations/support in place in preparation
- As detailed in our admissions policy, children with EHCPs will be admitted to our school where we are the named school on a plan.
- In the situation where we may be oversubscribed, any prospective pupils on a waiting list would be considered for a school place following the oversubscription criteria on our admissions policy regardless of disability or special educational needs

13. How does the school support pupils with disabilities?

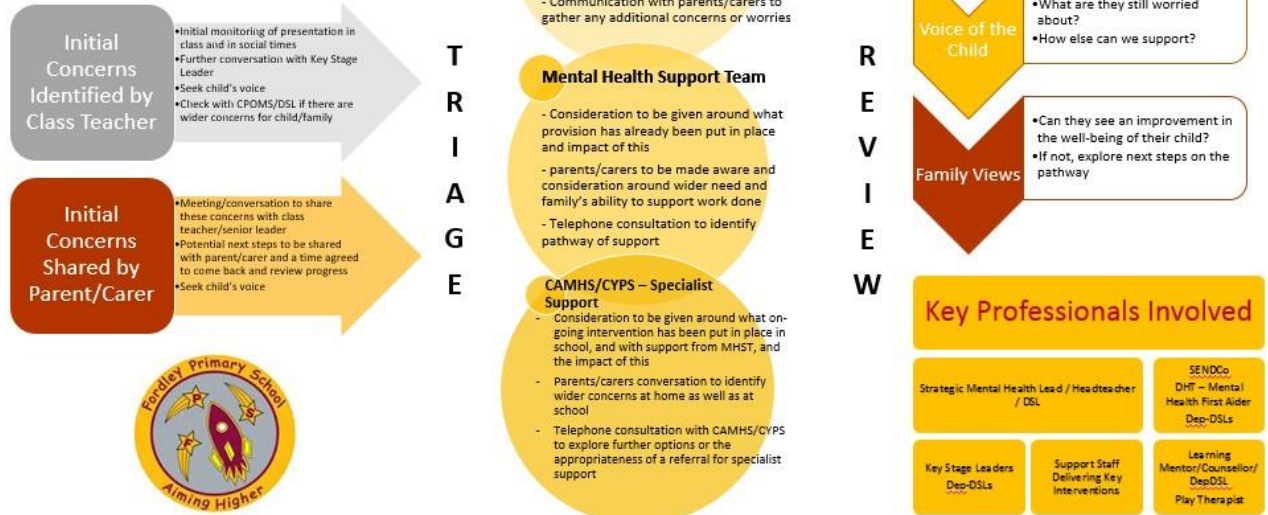
- The school building has ramp accessible entrances from the main building to the yard, the Nursery, and the Main School Entrance. Once in the building there is ramp access throughout the main corridor to downstairs rooms and classrooms, with disabled access toilets and changing facilities.
- The school ethos of respect means that all children treat each other well, regardless of any additional learning or physical need.
- Where children may have a physical disability, family and school would come together to plan how the child would be able to access all aspects of school life (involving specialist professionals where needed). This would include consideration of specific physical aids to support the child, as well as writing a PEEP (personal emergency evacuation plan) to ensure the child's safety in times of emergency.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all clubs offered by the school
- We provide extra pastoral support for listening to the views of pupils with SEN by allocating time with a known adult to seek their direct views for their support plans/EHCPs
- We run specific interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We aim to prevent bullying in the school by reviewing our Anti-Bullying Charter and our Anti-Bullying Handbook for Fordley Children and their Families (both created, and reviewed, by our children)
- Having a Pathway for Mental Health and Wellbeing and Support so that school staff and families know the steps of support for children when there is a social, emotional and mental health need

Mental Health and Well-Being Pathway



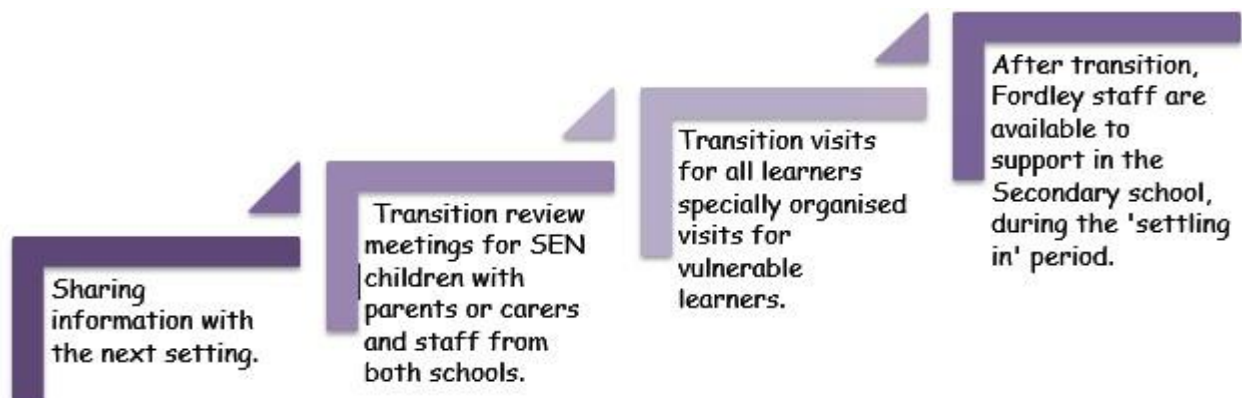
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

- Time is allocated for current class teacher to meet with new class teacher to ensure a seamless handover of information and understanding about the needs of a child
- Meetings are arranged, where needed, for parents/carers and new class teacher to meet with the SENCo to go through any plans, targets and provision
- Where children may have anxiety about moving to a new class, time is allocated for the child to spend with their new class teacher and any supporting adult prior to the summer holidays to ensure they feel more confident and happy about their return to school in the new school year
- Books are made for children, where it will be helpful, showing images of their new class, their new teacher and the adults they will be working with

Between schools

To help pupils with SEND be prepared for a new school year we work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:



Between phases (transition to secondary school)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having additional transition sessions in school led by a key adult from the secondary school, and from the School Support Team
- Having additional visits to the secondary school, at quieter times and prior to the main transition days, to help children build relationships with key adults and get to know the layout of the school building
- Having sessions in school alongside their peers focused on the organisation of the school day

16. What support is in place for looked-after and previously looked-after children with SEN?

Claire Withers (Designated Teacher for Looked After Children) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Our school complaints procedure is available on our school website www.fordleyprimary.org.uk under 'Key Information' and 'Policies'. A paper copy is available from the main school office on request.

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please note:

Parents can contact SENDIASS (special needs and disability information and advice service) for impartial information, advice and support in relation to their child's special educational need and / or disability on

Telephone: **0191 6438317** Or **0191 6438313**

Email: sendiass@northtyneside.gov.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at North Tyneside Council's local offer. North Tyneside Council publishes information about the local offer on their website, and copies of this can also be found on our school website under SEND / Inclusion

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Please note:

Parents can contact SENDIASS (special needs and disability information and advice service) for impartial information, advice and support in relation to their child's special educational need and / or disability on

Telephone: **0191 6438317** Or **0191 6438313**

Email: sendiass@northtyneside.gov.uk

Local charities that offer information and support to families of children with SEND are:

- **North Tyneside Parent Carer Forum** - <https://ntpcf.co.uk/>
- **Downs Syndrome North East** - <https://www.dsne.org.uk/>
- **Pathways 4 All** - <https://pathways4all.co.uk/>
- **Take 5 and Chat** – Parenting additional needs - <https://take5andchat.org.uk/>
- **The North East Autism Society** - <http://ne-as.org.uk/>
- **North East Dyslexia Team** – www.ntdyslexia.org.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages