

Fordley Primary School

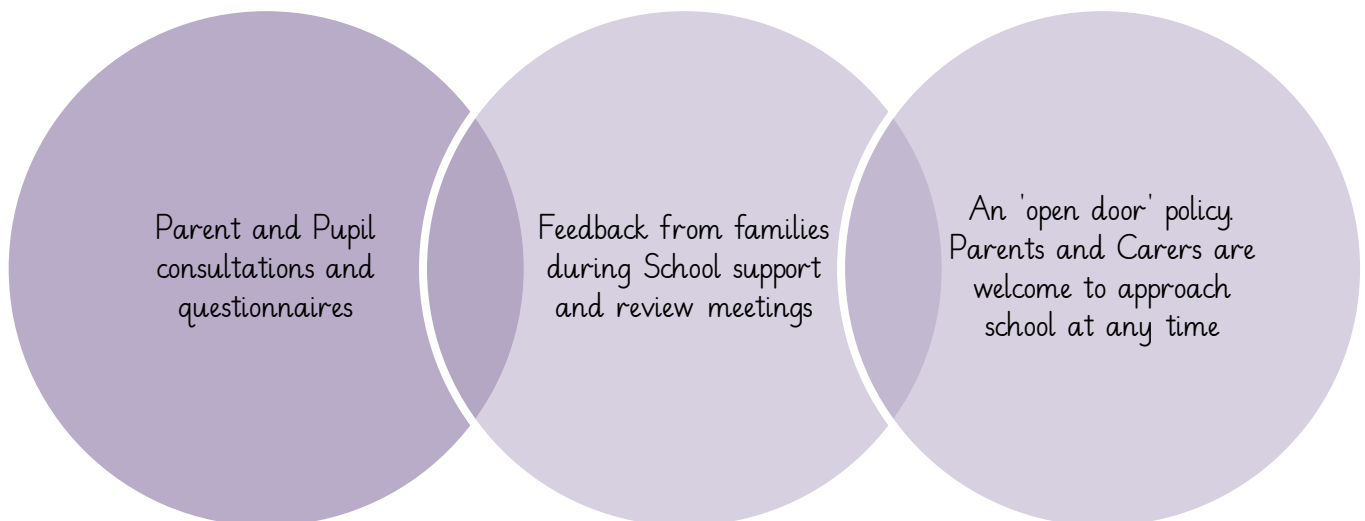


Our Local Offer for Pupils with Special Educational Needs and/or Disabilities and those with Looked After Status.

Fordley Primary is a fully inclusive school, which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

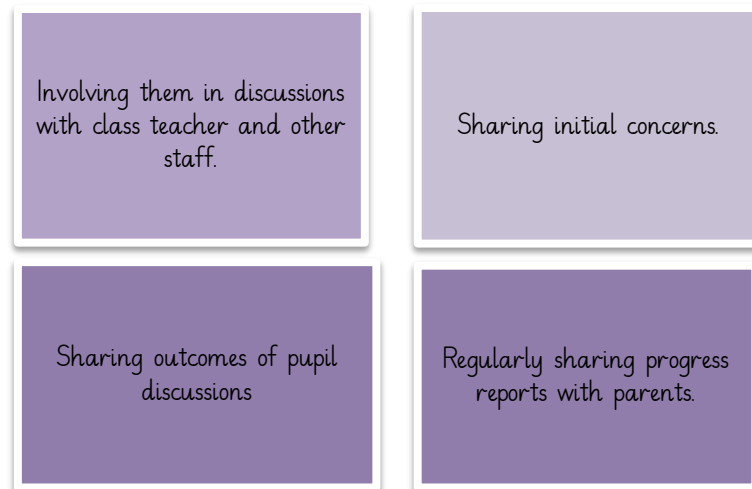
Our Local Offer will help you to understand how we support pupils with special educational needs and disabilities and children with looked after status (LAC) or post LAC.

Parent and pupil views are important to us; these are collected in the following ways:



Supporting Pupils with Special Educational Needs/Disabilities/LAC/Post-LAC and their Families

We will let families know about any concerns about a pupil's learning by:



School Curriculum

At Fordley we strive to be fully inclusive and our curriculum is tailored to the needs of our children. Details of the content of our curriculum for each year group can be found on the schools website. We are able to make many adaptations to our curriculum and classroom practice to accommodate any additional needs that children may have.

Examples being;

- To adapt the text within a lesson so that the same information can be presented with larger font, more simple sentences or using additional diagrams/pictures to make the readability easier for different children without changing the content
- Shorter chunked tasks to aid concentration (in line with our whole school small steps teaching approach to support children with managing their cognitive load)
- Text to speak app which allows children to say what they want to write and it will be typed for them.
- Writing frames to support structure when writing
- Phonic prompts/ mnemonics in all classrooms
- Key focus on vocabulary and pre teaching of vocabulary to targeted groups including those eligible for pupil premium.
- 1:1, small group and in class support where appropriate.
- All tasks offered with reduced text or support to read for curriculum subjects
- High propriety given to personal and social development in all classrooms

Which children require specific equipment to enable them to access their learning and access the classroom successfully, we ensure these are available at all times.

Approaches to teaching and learning

We, at Fordley, expect and strive for every child to achieve their potential. We provide a multisensory approach to learning in all areas of our curriculum and deploy our support assistants to aid learning as required. We believe children need to be supported but must also learn to be resilient and independent at which ever level they are working.

The senior leadership team are committed to monitoring the progress of all children and adapt interventions and support termly to ensure maximum effectiveness.

Looked after children (LAC) and post LAC:

At Fordley we are considerate to the needs of children who have a looked after status. We are sensitive to the fact that they may have had different life experiences, adverse childhood experiences (ACEs) or attachment, and the adults who work with those children will need, with support from specialists, to unpick patterns in their behaviour to help support their specific needs. It is particularly important for staff to be aware of the background and liaise with adults looking after the child. We expect LAC children to make good progress from their starting points and they will be nurtured and included to do so.

We have staff with counselling experience and will draw upon external agencies to support children as their specific needs dictate. ACORNS, Barnados, Play Therapist and the Educational Psychologist can offer specialist support (amongst many other external services we access).

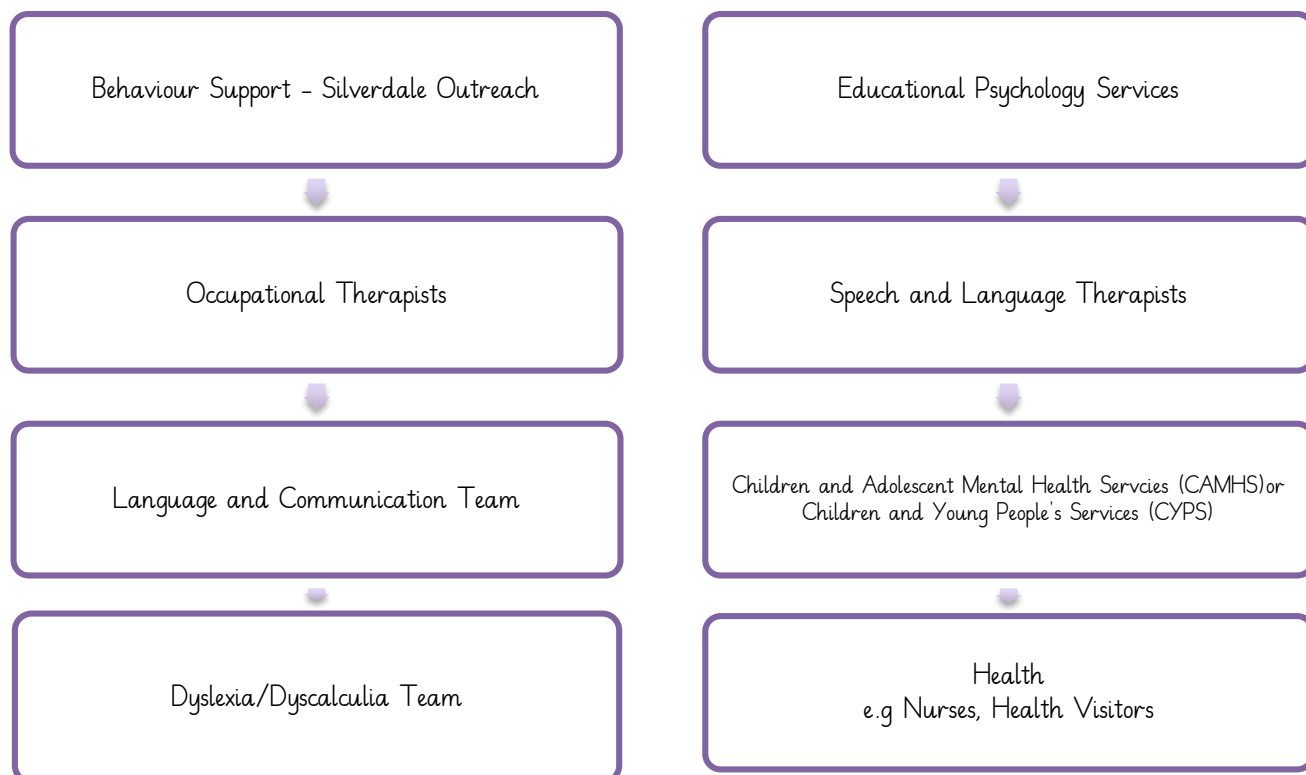
Some Looked after children will have special educational needs and this would be met within the school procedures (and detailed through the child's PEP).

LAC children will have an additional Personal Education Plan (PEP) which is personalised and will cover the range of educational needs that at child may have including any catch up support that is needed and any additional transitional support required. This would be produced by school in conjunction with any social worker, designated LA teacher and family/carer as deemed appropriate to the individual. The PEP plan will have actions/targets for the child and adults involved. It will detail who will carry out the actions/support towards the targets and when this will take place. Children will always have their voice throughout the process and will be given the opportunity to attend the meeting if this is something they would like to do. We have had several LAC children who have regularly attended both PEP and review meetings and they have told us it felt better to be part of it than to feel like the adults were talking about them and making decisions in their absence.

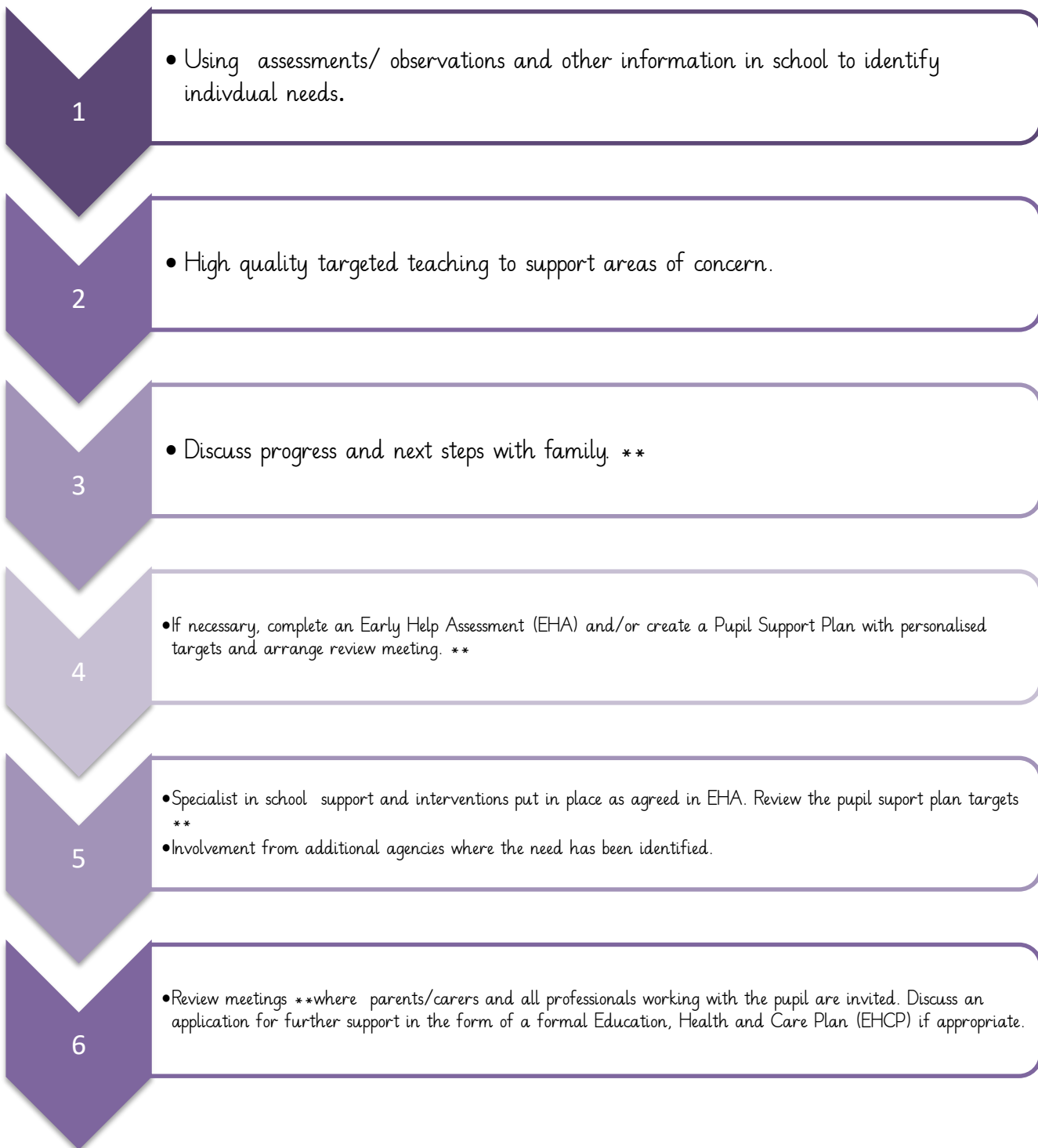
Pupil Support Plans:

Pupil Support plans are generated when we feel children need extra support in an aspect of school, this can range from behaviour support, academic support, emotional support, toilet plans - whatever a child needs at that point in their life. The Pupil support plans are drawn up at a meeting with the teachers, parents/carers and children (we use discretion to determine if a child should attend). In the situation that it is not appropriate for a child to attend, we seek their views and opinions through a range of tools including the 'Three Houses' and this is completed with a trusted adult.

Pupil support plans detail targets for children, families and school to work on together. These plans are reviewed 3 times each year. Following this, if we feel the child is still not making progress we can decide to refer on to external agencies. Some of the agencies we would refer to include:



When a pupil is identified as having special educational needs, we support their development and progress by:



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some meetings may have to occur remotely using Microsoft Teams software or telephone calls

Please note - Parents are involved and consulted at every stage

Education Health care plans (EHCP)

When a child is monitored by their teacher and SENDco, if they have a pupil support plan and we are still concerned about progress in their area of concern (emotional/social/academic) we can apply for funding to support their learning and access to education further. This is the process of the school, or family, applying to the relevant Local Authority (usually North Tyneside or Northumberland) for an Education Health Care plan. We would work with a family to gain a plan for their child. Education, Health and Care Plans can be awarded for a number of reasons, not just academic and enable the child to access additional support within our school or sometimes will recommend/name a specialist school if mainstream school is no longer the most appropriate provision.

If you feel that your child needs an EHC plan please contact the school and arrange a meeting with the SENDco (Mrs Miller). You can contact her directly by emailing SEND@fordleyprimary.org.uk Alternatively, parents can apply directly to the Local Authority to have their child assessed for an EHC plan. You could do this by contacting the North Tyneside SEN team on 0191 6438684.

If we apply to the Local Authority for an EHCP and they do not award your child a plan. You have the right to appeal this decision. You can appeal by filling in the form SEND35 which can be found under the EHCP appeals section on the website www.gov.uk

Early Help Assessments (EHA)

This is a meeting in which school can work with a family to help unpick worries both in school and at home and other professionals who are already involved with the family, or could provide support to the family, are invited. The relevant professionals, with family, can come together and plan a co-ordinated approach to help meet the family and/ or child's needs. These meetings set clear targets linked to the child/family needs and are reviewed every 6 weeks. Sometimes an Early Help Coordinator can be invited to give additional advice.

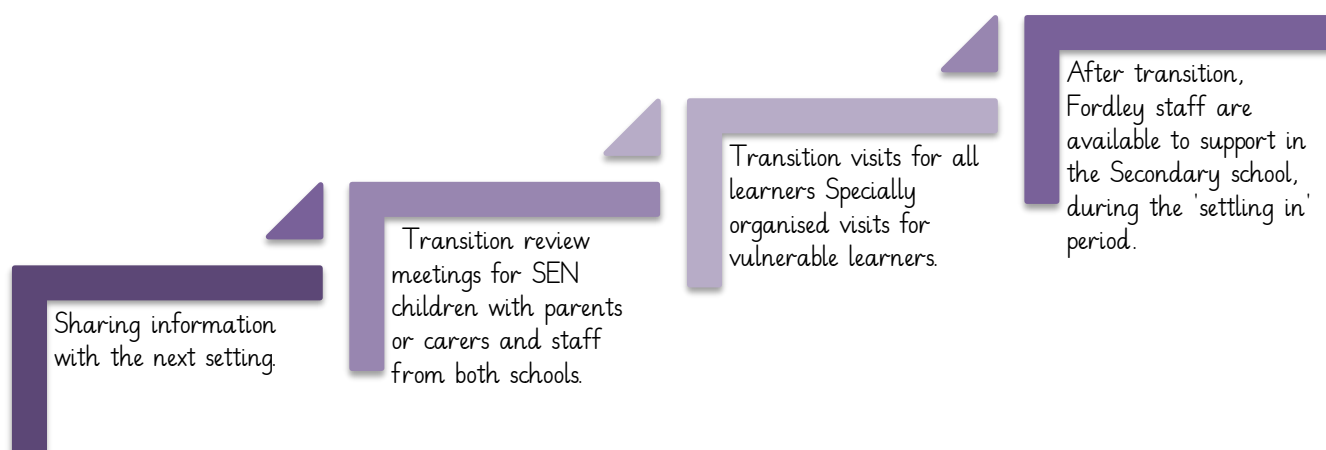
The meeting is called a TAF (Team Around the Family) and it will have a lead professional who coordinates all the minutes and follows up on the targets set. This is often someone in school. At Fordley this will usually be Mrs Miller.

More information can be found about the Early Help Process by visiting this webpage:

<https://my.northtyneside.gov.uk/category/500/early-help>

Transition to Other Education Providers

We work in close partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning and preparation for adulthood, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:



Preparation for adulthood

Part of our role at Fordley is to support our young people into adulthood. We do this by not only preparing them for the next stage of their education but also by providing them with life skills to help them be independent and healthy. We also support them to be a confident and valued member of the wider community. Our Character Skills help to teach children the typical life skills they may need to navigate social interactions. Our PSHE curriculum provides many opportunities for the children to learn about healthy bodies and minds, develop resilience and independence. We encourage wider community links through visits and visitors into school. We have strong links with the local community and a variety of agencies and involve our school in community projects.

Staff Arrangements

Support staff are placed where they are needed throughout our school to ensure effective pupil progress and independence, and to meet the key areas identified on an EHCP.

Reviews and SEN meetings

EHA plans are reviewed approximately every 6 weeks.

Pupil support plans are reviewed 3 times each academic year.

Parents will always be invited to attend meetings with external agencies related to their child.

ECHP plans are reviewed annually.

Staff Training

We believe that every teacher is a teacher of every child, and all staff at Fordley Primary are committed to providing an adaptable, inclusive learning environment. The best way to promote good outcomes is by quality first teaching.

All staff have completed, and will continue to receive a range of on-going training in special educational needs and disabilities. We encourage sharing of good practice and promote a proactive approach to own development needs.

Our SENCO (Mrs Miller) provide advice and guidance to staff and are available to consult with parents and carers wherever appropriate.

Staff have attended training on:

- Behaviour management and inclusion (presented by Silverdale behaviour support service)
- ADHD and ASD (presented by Silverdale behaviour support service)
- Dyslexia awareness and dyslexia friendly classrooms (delivered by the Dyslexia Team)
- The school was been awarded the dyslexia friendly schools award.
- Edukey/Inclusion Map - how to produce pupil support plans
- Mental health for all
- Zones of Regulation
- Communicate and Regulate
- Five Point Scale
- De-escalation and Positive Handling
- Quality First teaching - focus on scaffolding learning and managing cognitive load

We have staff who have has specialist training in:

- Elklan - early language development
- Speech therapy - several teaching assistants
- Early bird - Autism - Miss Cardwell, Miss Thompson, Miss Gibbs
- Dyslexia - Mrs Lancaster
- Autism - Miss Johnson, Miss Farrier, Miss Ward
- Social communication - Mr Brown, Mrs Scott, Mrs Jardine
- Mental health for all - Mrs Nicholson, Mrs Withers
- Lego therapy - Mr Brown, Mrs Jardine

Any programme that is recommended by an outside agency and will be delivered by school staff will involve delegated staff being given time to work with professionals to develop their skills.

Fordley Primary school entitlement offer to pupils with special educational needs or disabilities

Communication and Interaction Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<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.

Cognition and Learning Needs:	Support Available within school
<p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<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

Social, Mental and Emotional health

Support Available within school

e.g.

- Behavioural needs
- Social need
- Mental health needs
- Emotional Health and Wellbeing

- Our ethos values all pupils.
- Behaviour management systems encourage pupils to make positive decisions about behavioural choices.
- Zones of Regulation are visible in all classrooms
- 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.
- Our Learning mentor, Mrs Elaine Latimer is available to support children and their families.
- 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.

Sensory and Physical Needs

Support Available within school

e.g.

- Hearing/Visual Impairment
- Multi-sensory impairment
- Physical and Medical Needs

- 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.
- Entrances to the school allow wheelchair access plus disabled toilets/ facilities

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on our website.

Our self-evaluation process continually reviews teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

This document outlines support and advice that is available to you and your family here at Fordley Primary school. If you would like further information about what we offer here at **Fordley Primary** then please contact our SENDCo; **Mrs Miller (0191 250 2207)** or SEND@fordleyprimary.org.uk

We have school governor who is designated to supporting SEN in school: **Mrs Gemma Wrightson**, she can be contacted via the school office **(0191 2502207)**

If you would like more details on what North Tyneside can offer you as part of the Local authority local offer please use this link to view the North Tyneside local offer through the council website my.northtyneside.gov.uk

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and/or the SENDCo.

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

Complaints Procedure

We would always hope to resolve any issues or concerns informally by working in partnership with parents. If you were unhappy with our solutions/ advice the full complaints procedure can be accessed via the school website and would require you to **contact the head teacher (2502207)** in the first instance and should you feel that your complaint has not been resolved then you could **contact the chair of governors** - Mrs Jackie McHanwell, in writing via the

school address. Our Complaints Procedures is available on the school website - www.fordleyprimary.org.uk

North Tyneside local offer

Our Local offer at Fordley is part of a bigger local offer made by North Tyneside Local education Authority. The North Tyneside local offer provides information relating to arrangements for travel, post 16 institutions, childcare including child care for children with Special needs and disabilities, leisure activities, support for young people in higher education including disabled students allowance. This information can be found on the north Tyneside council website www.my.northtyneside.gov.uk. This is also a good source of information and advice relating to all SEN and disabilities including information about parent support group.