

### About the school

Front Street Primary School is a maintained mainstream school for students from the ages of 3 to 11.

The school caters for students with additional support at school if the child has an identified Special educational Need and/or Disability. The term Special Educational Need and/or Disability (SEND) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age.

The Special Educational Needs Co-ordinator (SENDCo) is Mrs Bolton (who started completing her NPQSEND qualification in September 2024) she can be contacted by phone on 0191 4881941 or via email on [fssendco@gatedu.org](mailto:fssendco@gatedu.org)

### Identifying Needs

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development, which is personalised to take into account their needs and abilities. In order to identify a student's special educational need, we use all of the information about the pupil's progress, including assessment grids and assessment from Specialist Support Teams or the school's Educational Psychologist. We compare it with the progress of other students in the school and against national performance information, such as, Key Stage 1 and Key Stage 2 performance tables.

If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo. In some instances, involvement from outside services may be necessary. These include Primary Behaviour Support, Emotional Wellbeing, Assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams including Vision and Hearing teams.

#### Assessment, Monitoring and Review

Each pupil's progress is continually monitored by their class teacher and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is discussed regularly during staff meetings and tracked closely by staff. Progress is reviewed formally every term and monitored against Age Related Expectations (ARE) in reading, writing and maths in Key Stages 1 and 2. In the Early Years, they will be focused towards the areas of learning. This information is shared with parent/carers through the school reporting system. As well as ARE tests other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.

Depending on the student's needs, referrals can be made to the Local Authority SENDCo, Early Years Assessment and Intervention Team (EYAIT), the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Primary Behaviour Support (PBS) within Gateshead Council, health services such as speech and language therapy, school nursing service or Children and Young People's Service or social care teams such as Early Help Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a

team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carers agreement.

If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process which can take up to 20 weeks, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.

If an assessment is rejected by the SEND Panel, then parents/carers have a right to appeal the decision and can be supported through this process by SENDIASS. This process can vary but may include a meeting with a representative from the LA and/or a mediation meeting. If parents/carers are still not happy with the outcome, this can go to a tribunal where SENDIASS can support parents/carers.

All children are required to be formally assessed at the end of year six using Standard Assessment Tests (SATs), the Phonics Screening Test is carried out during Year 1 and the baseline assessment when starting in reception.

#### **Involving Parents/Carers and Pupils**

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through messages via Arbor, home/schoolbooks and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds regular parent evenings for all parents. If their child has special educational needs, parents and carers may be involved with review meetings to discuss progress towards current outcomes, setting outcomes for the future and future ARE targets. Parents can also request a meeting with the school SENDCo should they wish to discuss their child's learning passport / SEND Support Plan.

Annual Reviews are held for pupils with Education, Health Care Plans. These reviews focus on achievements, the progress made towards the

outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved. Progress towards short term outcomes will be reviewed termly.

Pupils are encouraged to share their aspirations and views in review meetings, and this will be done in a way that is appropriate to their age. Where a child lacks the capacity to do this, parents/carers/familiar staff can act as their advocate and complete these views/aspiration forms on their behalf.

#### Staff

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher Mrs Gladstone is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that children's needs are met alongside the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENDCo) Mrs Bolton is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.

- Support class teachers in writing Learning Passports / SEND Support Plans that specify your child's targets.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to Quality First teaching and that the curriculum is adjusted to meet your child's individual needs (this is called scaffolding).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Learning Passports / SEND Support plans with SENDCo. These will be shared and reviewed with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEND. They:

- Support pupils to access the curriculum
- Help to implement scaffolding and specialist support strategies in the classroom
- Keep pupils focused on learning activities during lesson
- Attend all training opportunities related to SEND and scaffolding.
- Are mainly classroom based, however they are able to deliver specific SEND programmes outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEND.

### Training

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of social communication, reading and maths and areas of children's Social and Emotional development, including mental health and wellbeing.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

**Awareness** - this is basic awareness of a particular type of SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

**Enhanced** - this level of training will be carried out by staff working with the pupil regularly, such as class teachers, and will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

**Specialist** - this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo if they had appropriate qualifications.

At Front Street Primary School, staff have had awareness training in, but not limited to, Specific Learning Difficulties, Language Training, Autism, Theraplay, positive handling, The Zones of Regulation, Kagen, Team Teach, OT support and trauma informed practice. Front Street Primary is proactive in seeking training when the need arises.

#### Transitions and Admissions

Transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

- Pupils with an Education, Health and Care Plan will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by February of the year that they transfer which secondary school they will attend in September.
- If you are transferring from another primary school, before your child moves to Front Street Primary School, whenever possible staff will have the opportunity to visit them at their previous school or setting (nursery) and we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child best. Each transition is as personal to the child and their needs as possible and we review staff training to ensure that staff teaching your child have a knowledge of their needs so that we can have everything in place for them. If the child has an EHCP, the education provision can be discussed during a review meeting or by contacting the SEND caseworker. For children transferring into our setting, we will receive the consultation from the SEND Team at the LA and we will discuss with them how to meet the provision outlined in Section F.
- If your child is moving to another school, we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Front Street Primary School will discuss the specific needs of your child with the SENDCo of their secondary school.

- When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Learning Passports / SEND Support Plans will be shared with the new teacher. If your child would be helped by a booklet to support them understand moving on then it will be made for them.

## Support

### Academic

All pupils receive excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve practical learning opportunities.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has a gap in their understanding/learning after carefully checking on your child's progress they could receive some extra support to help them make the best possible progress.

All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEND:

### **Specific work with a small group of children**

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The group, sometimes called Intervention groups by schools, are:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups.

### **Specialist groups run by outside agencies**

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the SENIT or Educational Psychologist
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy, Occupational Therapy or High Incidents Needs team (HINT).

For your child this would mean:

- They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked for permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may give your child some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

### **Individual support**

This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist

professional, such as an Educational Psychologist, as needing a higher level of support than the school can provide from their SEND budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the provision that will be provided for your child. School will discuss with you if they think that this is required.

### Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Peer mentoring systems involving older pupils.
- Social skills/nurture group interventions - provided by both internal staff and external agencies
- Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions
- Anti-bullying policies which is taught within PSHE and Rights Respecting lessons.
- No-outsiders lessons
- Social and Emotional Lessons
- Administration of medicines where necessary
- Counselling support from outside agencies for those vulnerable children.
- Using the zones of regulation through school to support emotional regulation and reflection

### Accessibility

#### In School

The school is fully accessible to students with physical difficulties.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Lifts to all floors
- Accessible toilets
- Induction loop for hearing aid users
- Contrast edging and dual height rails on stairs and steps
- Accessible break areas
- Accessible dining area
- A hygiene room
- A sensory room

A risk assessment will be carried out and personal evacuation plan (PEP) will be drawn up for all pupils with physical difficulties or a disability. All staff working with the student will be made aware of the plan.

We have an Accessibility Policy from Gateshead Council.

### Outside of School

The school has a number of after school clubs, including, tennis, gymnastics, French club run by school staff and outside coaches. All of the clubs are accessible to pupils with special educational needs.

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, considering the emotional needs of the pupils. Risk Assessments are sent to the Local Authority for approval.

### Complaints

Parent/carers should contact the SENDCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a complaints policy which can be found at [www.frontstreetprimary.co.uk](http://www.frontstreetprimary.co.uk)

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) which is run by Barnardos in Gateshead (tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Education Health Care Plan.

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at [www.gateshead.gov.uk/localoffer](http://www.gateshead.gov.uk/localoffer).