FRONT STREET COMMUNITY PRIMARY SCHOOL

SEND Information Report

November 2026 - November 2027

Our school
Front Street Primary School is a maintained mainstream school for students from the ages of 3 to 11. We currently have 425 pupils on role, with 13.8% SEND and a further 12.7% being monitored. If a child has been identified as having a Special Educational Need, or a disability, we do everything we can to cater for the needs of the child. The term Special Educational Needs & Disabilities (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 has completed her NPQSENCO in August 2026 and her NPQSL in August 2023), she can be contacted by telephone on 0191 4881941 or by email at **fssendco@gatedu.org**
Identifying Needs
All pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a student's special educational needs, we gather a range of information before deciding next steps. We look at a range of assessment data, strengths and difficulties and attitude towards learning as well as any additional reports or assessment data from outside agencies (where appropriate). We compare this information with the progress of other students in the school and against national performance information, such as 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 interventions that are needed to meet these outcomes.

Concerns are not always based on academic progress, they could be linked to the social, emotional and mental health of the children, or physical and sensory needs. Any concerns raised in regard to these areas may lead to a further investigation by the SENDCo. In some cases, involvement from outside agencies may be necessary. These include CYPS (Children and Young People's Services), Gateshead Neurodevelopmental Pathway, an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy, HINT or sensory teams including LINT (Vision and Hearing-impaired 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 how well interventions are working and additional educational testing completed within school. We are also using the Gateshead SEND thresholds, to assess and monitor progress.

Progress is discussed regularly, tracked closely by staff and is reviewed formally every term. It is monitored against Age Related Expectations (ARE) in reading, writing and mathematics. In Early Years, they will be focused towards the areas of learning. This information is shared with parent/carers through school reporting systems, termly reviews, parent consultations and a yearly report. As well as ARE tests, other tests may be used to monitor progress, e.g. Hodder tests for spelling and YARK for reading. These tests will give a reading and spelling age.

These reviews enable us to decide the level of support, adaptations and/or interventions each pupil needs to make progress in their learning. When a pupil has been assessed as needing additional support, and is not making progress with the support that has been put in place, 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 (0-5), 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 Family First (MASH) 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 is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. This is a lengthy process, and requires a lot of information to be gathered about the child. We need at least two rounds of assess, plan, do, review before we can apply, and it is highly beneficial if other professionals have been involved, and have given advice that can be evaluated. Parents/carers can also apply for an EHCP through a parental request.

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 AXIS. 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 AXIS can support parents/carers.

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/ school diaries 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/ carers. If a child has special educational needs, parents and carers may be involved with review meetings to discuss strengths, difficulties, 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 needs/ 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. Parents/carers and all involved professionals should attend. The child should also contribute their views and aspirations which should be shared at the review, and they should attend in person where appropriate. Progress is reviewed against short term outcomes termly alongside the annual review. Early annual reviews will take place when felt necessary.

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 and Inclusions strategy 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 the outcomes we hope your child to achieve / support in place
- Ensuring that all staff working with the pupil in school are helped to deliver quality first teaching, and appropriate and relevant interventions so that 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 adaptive teaching).
- 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 the SEND thresholds. 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 some are able to deliver specific SEND programmes outside of the classroom e.g. ELSA.
- 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 and Inclusion Strategy
- 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 English 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. All staff have a basic awareness of types of SEND, and work closely with each other to support children.

At Front Street Primary School, staff have had training in, but not limited to, Specific Learning Difficulties, Language Training, Attention Autism, Bucket time, PACE, Theraplay, positive handling, administration of inhalers and epi-pens, The Zones of Regulation, Thrive, Quality first teaching, Read Write Inc, safeguarding, diabetes, sensory circuits and much more. 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 a smooth as possible.

- Pupils with Education, Health and Care Plans 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. Most secondary schools in the area provide additional transition days to support children with SEND. We also meet with the secondary schools in the area to discuss children transitioning to their school, so they have a clear understanding of additional needs, targets, support and outside agencies involved.

- If your child is moving to our school, we will contact the SENDCo at their previous school or setting (Nursery) to ensure we know as much as we can about them and make any necessary arrangements. We will also ask for information about your child to be sent to us as soon as possible, so we can continue any support they were already receiving. We also speak to parents before their child begins at our school. 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. For children with an EHCP 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.

- If your child is moving to another school, we will contact the new school to 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 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 benefit from a transition book (containing new staff pictures, key areas, pictures of their new classroom etc.) this can be arranged and sent home before the summer holidays.

Support

<u>Academic</u>

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 approaches to learning are in place so that all children are fully involved. Kagan strategies are used throughout lessons to ensure collaborative learning and peer support for all.
- Where necessary specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has 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

Where appropriate, pupils may also attend specialist groups run by outside agencies (Educational Psychologist, Early Years Assessment & Intervention Team, HINT, Speech & Language Therapy, SALT, Occupational Therapy etc.). Specialist groups may benefit children with specific barriers to learning, that cannot be overcome through Quality First Teaching and intervention groups. Children in need of specialist

groups will be identified by the class teacher, SENDCo or Head Teacher.

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 amount of provision and support 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. We have a trained Emotional Literacy Support Assistant (ELSA) to support children with social, emotional and mental health needs (SEMH). All staff have had Thrive training which supports stronger relationships and trauma informed practise. Other ways in which we can support 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 are taught within PSHE
- 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 (please see our Accessibility Plan)

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

- Disabled parking bays
- Ramped access to buildings
- Lift 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 private room for administration of medication
- A hygiene room
- A calm 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.

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

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Support Service (AXIS) which is run by Barnardos in Gateshead (01159597771). 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 (Single 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 https://www.gateshead.gov.uk/article/32439/Gateshead-SEND-Local-Offer