

SEND Information Report

Byker Primary School



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| Approved by: | Governing Body |
| Approved Date: | September 2023 |
| Review frequency: | Annually |
| Next Review Date: | September 2024 |

SEND Information Report

Updated September 2023

The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities. (Children and Families Act 2014, Part 3)

Our school

At Byker Primary School our vision is to provide the community we serve with a truly outstanding school, consistently providing the highest quality of teaching and support for every individual child, in every year group.

We envisage an education for all pupils that enables them to be creative, inquisitive, compassionate and successful young people, through a curriculum that is rich, exciting, innovative and varied.

As a school and staff, we believe in an ethos where children of all backgrounds and cultures are welcomed and valued. We ensure that children are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a wide range of educational and pastoral support.

SEND information

This document is intended to give families general information regarding the ways in which we support our pupils with special educational needs and disabilities (SEND) to reach their potential. The strategies, resources and support explained are continually developed and our provision modified to meet the changing requirements of individual pupils. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

Pastoral and Inclusion Team

The school has developed a dedicated Inclusion team with a variety of skills and knowledge to support your child.

Special Educational Needs Coordinator (SENCo) – MRS Claire Parkin

Mrs Parkin has been in post since January 2022. She is PGCE trained and has an accredited National Award for Special Educational Needs Coordinator (NASC) qualification.

Mrs Parkin can be contacted in the following ways:

Phone: 0191 265 0650

Email: Claire.parkin@bykerprimary.co.uk

The SENCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout the school, advise and support staff and ensure the school's SEND policy is implemented across the school.

Learning Support Assistants (LSAs) are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/ programmes.

We have a number of skilled play workers who can support vulnerable pupils at playtime and lunchtime, as well as through 1:1 and small group intervention sessions.

The Governor responsible for monitoring SEND provision is

The designated leads for child protection are:

- Catherine Brumwell Wright DSL
- Michelle Donnison Headteacher
- Rob Watson Acting Headteacher
- Claire Parkin SENco
- Craig Blenkley Attendance and Welfare Officer

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)** for impartial information, advice and support in relation to their pupil's SEN and/or disability. The Newcastle SENDIASS Manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk

Please see the Newcastle [local offer](#) for further information.

Other useful documents such as our SEND policy, Accessibility Information Report, Medical Needs Policy, Behaviour Policy and Admissions Policy are available on the school website: www.bykerprimary.co.uk

We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. Children are continuously assessed and monitored both on a day to day basis and through more formal methods such as SATS, reading and spelling assessment.

If you think your child is experiencing difficulties in school, whether this might be with their learning or problems with social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

When children are identified as having additional needs, we (family, school and, if necessary, other professionals) will work together to consider and provide effective support. We use individual provision mapping and resources which help support their development, address areas of concern and speed up progress.

All children across school access Wave 1 provision as part of inclusive quality first teaching. Children who have additional needs access a wide range of Wave 2 interventions (small group provision to enable children to work at age related expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Professionals involved with your child will also be invited as appropriate. Key Stage 2 children will be invited to contribute to the meeting and share their views. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress.

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services: School Health, School Improvement Service (SIS) SEN support, SEND Outreach Service

(SENDOS), NHS Paediatric Speech and Language and, when appropriate, Social Services and Children in Care Team. We have a service level agreement with an educational psychologist and buy in the appropriate number of hours each year.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

If you would like further information about what Byker Primary School can offer then please do not hesitate to contact us. Mrs Parkin is happy to discuss the needs of any pupil with their parents/carers.

School entitlement offer to pupils with additional needs

For all pupils at West Jesmond Primary School who have special educational needs and/or disabilities (SEND):

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| <ul style="list-style-type: none"> ▪ We use pupil friendly support plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them. ▪ We use Newcastle Universally Available Provision Guidance to support provision. ▪ We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of individual support plans. ▪ We ensure there is access to high quality teaching and learning, appropriately differentiated for pupils with SEND, monitored through the school's self-evaluation process. ▪ We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to. ▪ We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENDCo. ▪ All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN. | <ul style="list-style-type: none"> ▪ We use strategies to reduce anxiety/ promote emotional well-being. ▪ We ensure that our school activities and trips are accessible to all our SEND pupils. ▪ Support staff are placed where they are needed throughout the school to ensure pupil progress and independence. ▪ All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom. ▪ Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer. ▪ We offer support to all pupils and parents during all periods of transition ▪ We liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible. ▪ We evaluate our intervention groups and strategies on a termly basis. |
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- We assess pupils for access arrangements for SATs examinations.
- We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultation evenings. Professionals involved with your child will also be invited as appropriate. Key Stage 2 children will be invited to contribute to the meeting and share their views.
- For children with an Education Health and Care Plan, progress is formally discussed within a Statutory Annual Review, with recommendations submitted to the Local Authority.
- We have a fully qualified SENCo who can provide advice and guidance to staff.
- We support families with children with SEND formally through review meetings and informally through our “open door” approach.

Specific provision is also provided for the different areas of need:

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

The tables below give more information about these specific strategies and resources:

| Types of SEND: | Type of support/provision made at Byker Primary School: |
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| <p>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autism • Speech, Language and Communication Needs | <ul style="list-style-type: none"> • Visual timetables in all classes, with some children having access to more individualised versions • Areas of the classroom are clearly defined and labelled • A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts • Support during times of stress or anxiety. • 'Zones of Regulation' to support children learning about their emotions and how to self-regulate • Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball • Areas of low distraction/individual workstations • Use of ICT where possible to reduce barriers to learning • Social skills support including strategies to enhance self-esteem and nurture groups. • Strategies/programmes to support speech and language development. This includes facilitating small group or one to one support for children following programmes of work provided by outside specialists such as speech and language therapists. • Opportunity to communicate in different ways e.g: Makaton, • Use of individualised reward systems to promote learning and enhance self-esteem • We have a number of skilled playworkers, who can support vulnerable pupils at unstructured times of the day such as playtime and lunchtime as well as through 1:1 and small group nurture and social skills sessions. • Staff who are trained to deliver 'lego therapy' sessions to promote social and communication skills • Individual daily 'box time' sessions for children who this has been recommended for • Where necessary we seek advice and training from outside agencies |

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| <p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia) | <ul style="list-style-type: none"> • Children are taught in a way to promote and develop literacy and mathematical skills with increasing independence. • Tasks are appropriately adapted to ensure all children are able to access and achieve with increasing independence • Use of materials and resources to ensure learning is multisensory and practical and promotes independence • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • Opportunity for pre-teach and reinforcement sessions • Topic vocabulary is introduced in advance and reinforced throughout. • Additional support in class from the class teacher/teaching assistant • Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. phonics groups, Lexia, Talk 4 Number, Reciprocal Reading, Project Code X. • We use ICT to reduce barriers to learning where possible. • We promote alternative approaches to capturing and recording work, for example pictorial rather than written. • We use specific strategies and resources to support pupils with dyslexia e.g. word banks to support spelling of key words, ACE dictionaries, reading rulers. • We ensure children who need it are given additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We seek support, advice and training from SENDOS and other outside agencies, including Educational Psychologist, to ensure any barriers to success are fully identified and responded to. • Multi-agency involvement with the family as required • We assess pupils regularly and report progress to parents and staff. • Differentiated and, where applicable, individually personalised homework. |
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| <p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <ul style="list-style-type: none"> • Social difficulties • Mental health conditions • Emotional difficulties • ADHD | <p>Our behaviour policy provides clear expectations and is based on encouraging pupils to make positive decisions about behavioural choices.</p> <p>Our behaviour policy identifies where reasonable adjustments or changes can be made to support children with specific needs</p> <p>We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.</p> <p><input type="checkbox"/> The school has a dedicated inclusions team which provides effective pastoral care for all pupils.</p> <p><input type="checkbox"/> We have trained Thrive Practitioners. We also have a Thrive Hive.</p> <p><input type="checkbox"/> We have a wellbeing lead in school who monitors and provides targeted support for specific children</p> <p><input type="checkbox"/> We have a counsellor service 2 days per week who works with specific children from Kalmer Counselling</p> <p><input type="checkbox"/> We have a family support worker who is able to offer support for families and signpost to external avenues of support</p> <p><input type="checkbox"/> We use small-group or 1:1 targeted support to improve social skills, self esteem and emotional resilience.</p> <p><input type="checkbox"/> 'Zones of Regulation' is used to support children learning about their emotions and how to self-regulate</p> <p><input type="checkbox"/> Breakout spaces are available for children who need time to regulate outside of the classroom</p> <p><input type="checkbox"/> Residential trips which help to develop social, emotional and behavioural resilience and promote independence</p> <p><input type="checkbox"/> We provide support and appropriate access arrangements for statutory assessments</p> <p><input type="checkbox"/> We seek support from outside agencies such as the School Health Advisor, Children and Young People's Service (CYPS), Educational Psychologist.</p> <p><input type="checkbox"/> We have staff who are trained to deliver 'lego therapy' sessions to promote social and communication skills</p> <p><input type="checkbox"/> We have a member of staff trained to deliver 'Drawing and Talking' sessions to promote social, emotional and mental health</p> <p><input type="checkbox"/> Please see our Anti-bullying Policy and Behaviour Policy for further information.</p> |
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| <p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs | <ul style="list-style-type: none"> <input type="checkbox"/> We provide support and aids to ensure access to the curriculum and develop independent learning. <input type="checkbox"/> We seek and act on advice and guidance for pupils who have significant medical needs. <input type="checkbox"/> We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. <input type="checkbox"/> We work closely with SEND Sensory Service to ensure pupils' needs are met and our staff are trained to support the needs of pupils with hearing or visual impairment. <input type="checkbox"/> We work closely with the Occupational Therapy and Physiotherapy service to deliver and monitor therapeutic programmes. <input type="checkbox"/> We provide support with personal and intimate care if and when needed. <input type="checkbox"/> All entrances to our school allow wheelchair access. <input type="checkbox"/> Our school has a disabled access toilet on the ground floor. <input type="checkbox"/> We have a lift to allow ease of movement between the ground and first floor of the school building. <input type="checkbox"/> Our staff receive training to ensure they understand the impact of a physical/sensory need on teaching and learning. <input type="checkbox"/> We have a medical liaison officer who will liaise with parents to create Individual Care Plans when necessary. <input type="checkbox"/> Our staff understand and apply the medicine administration policy. <input type="checkbox"/> Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. <input type="checkbox"/> Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children. <input type="checkbox"/> We use small group or 1:1 targeted intervention programmes to improve fine and gross motor skills <input type="checkbox"/> We ensure movement breaks for pupils with motor coordination difficulties as and when required <input type="checkbox"/> We provide additional handwriting support through targeted intervention programmes |
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