



SEND Information Report for Pupils with Special Educational Needs and / or Disabilities

Carville Primary School is a fully inclusive mainstream primary school that ensures that all pupils achieve their potential regardless of any barriers to learning.

This Information Report lets you understand how we support pupils with special educational needs and disabilities (SEND).

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The Kinds of SEND Needs for which Provision is made at Carville Primary School.

We welcome and are able to offer provision for a range of educational needs and disabilities. This includes children with cognition and learning needs whether specific (such as dyslexic traits) or wider learning needs such as physical and sensory difficulties, social and emotional difficulties and communication and interaction difficulties.

Each child is unique and parents and carers are invited to contact Allan Qualters, the Special Educational Needs and Disabilities Coordinator (SENDCO) for further information about what we offer here at Carville Primary School Tel 0191 234 2676.

All teachers aim to provide quality first teaching for all children including those with SEND via a planned differentiated curriculum.

Staffing

The SEND team provide a range of additional support to pupils at Carville as detailed below, the team consists of:

Mr Qualters - SENDCO / Deputy Headteacher

Mrs Thomsen - Early Years Foundation Stage (EYFS) Leader

Mrs Drape - Teaching Assistant (TA)

Mrs Peddie – TA

Mrs Anise – TA

Mrs Laverick – TA

In addition, we employ five additional Teaching Assistant on a supply contract basis to work with children throughout school some of which have additional needs.

Admissions

For information on School Admissions, please see our website:

<https://www.carvilleprimary.co.uk/admissions>

Identifying Children with Special Educational Needs

Identifying a child as having a Special Educational Need is not a simple process but is one in which Parents/Carers should be very closely involved. Prior to starting at Carville Primary, as much information as possible is gathered about the child from Parents/Carers, other professionals such as Speech and Language Therapists or Health Visitors and information from the child's previous setting. When visiting the school for the first time, parents / carers can ask to meet the SENDCO to discuss any concerns or schedule a meeting prior to a pupils start date, this can also involve colleagues from the child's previous setting. Children undertake an initial intake assessment on entry to school to be used as a baseline assessment.

Initial concerns about a child's academic progress or other difficulties may be raised by a range of people including parents and carers, teachers or other professionals involved with the child. Concerned parents and carers are encouraged to speak to their child's teacher or to contact the SENDCO through the school office.

Identifying the barriers to learning and child's strengths. We work towards developing a full understanding of a child's strengths and additional needs to enable them to thrive in school. We aim to identify children's needs as soon as possible as we believe that early identification of needs is very important.

Assessment will include regular discussions with parents and carers and regular formative assessment strategies such as:

- Classroom observations
- Reading, spelling and maths assessments
- Marking of work in line with school policy.

In EYFS staff screen pupils early to identify speech and language needs. Summative assessment data is gathered and tracked termly with parents / carers informed at parents evening and via the annual school report.

Provision for children with Special educational needs

When a concern is raised that a pupil may have a special educational need via discussion with parents / carers, referrals may be required to additional services. This may include:

- An Early Help Assessment (EHA)
- Speech and Language Therapy
- Educational Psychology,
- Language and Communication Team

- Dyslexia Team
- CAMHS
- School Nurse Service
- Occupational Therapy

Referral forms are completed and if specialists agree that action is required, then appointments are made to meet parent/carers and work with and assess the pupils in school.

Assessing and Reviewing Progress and Evaluating the Effectiveness of Provision

- **Class assessments.** Children's progress is assessed each term as part of quality first teaching.
- **Further tracking assessments.** Data is tracked for pupils with SEND and data meetings are held with Senior Leaders, SENDCO and Class teachers to ensure the correct provision is in place. Progress is enhanced by other assessments according to need for example individual reading and/or spelling assessments, tracking changes in behaviour via Thrive, using observational schedules, reviews by other professionals such as Speech and Language therapists, Language and Communication Team, Dyslexia Team, etc.
- **SEND Support Plans** are created for individuals with more complex needs with targets and strategies reviewed and adapted at review points throughout the year.
- **National Curriculum Tests (SATs).** The overall progress of children with special educational needs is also assessed. Some pupils are dis-applied from SATs as they would not be conducive to their learning or the assessment of their learning.

Education Health and Care Plans

Sometimes it is recognised that a pupil requires greater support than the school can initially provide and a request for statutory assessment is undertaken which may lead to a pupil receiving an Education, Health and Care Plan (EHCP). Carville Primary School follows either the North Tyneside process or the Newcastle process when applying for an EHCP assessment as it is dependent on which Local Authority the child lives in.

As part of the process, parents / carers views gathered via meetings and/or in writing at every stage. If an EHCP is required, this is reviewed annually or every 6 months if a child is under 5 years. Reviews of EHCP's include gathering views of parents/carers and pupils on Preparing for Adulthood and Aspirations for the future.

We follow the [SEND Code of Practice 2014](#).

Pupil Voice

Pupils are invited and encouraged to comment on their progress towards targets. They also have the opportunity to provide views towards their annual reviews of an EHCP. Pupil voice can be collated in a number of ways to suit their means of communication, age and cognitive level, e.g. observation of play, symbols, writing, scribed, etc. If appropriate, pupils can attend their own person centred reviews to provide their views in person. Pupil's views are also sought when planning transition arrangements to other schools to ensure as smooth a transition as possible.

In the Classroom

We support children in the classroom through quality first teaching, ensuring access to learning through the appropriate adaptation of tasks, activities and the learning environment. This may include (though is not limited to):

- Providing visual support such as task planners which break down tasks into smaller chunks
- Providing specialist equipment or modified resources where necessary
- Providing additional staffing. This may be used flexibly to enable both a Teaching Assistant and the class teacher to work more closely with the child

For more information, see the table in [Appendix 1](#).

Additional support for learning for children with SEND may include:

- **Individual / Small group intervention based on an emerging need.** This may be within the classroom setting itself, or withdrawn to a different intervention space to aid concentration and focus. Such support is arranged to meet good practice guidelines, based on specific evaluated research. Intervention has focused targets and is regularly reviewed and monitored. Adaptations are made where appropriate.
- **SEND Support Plans.** This may a range of individualised planning documents to provide a 'whole child' approach for children with greater or more complex needs.
- **Outside Specialist led advice with school staff providing Intervention.** Referral to specialist advisers from other agencies where appropriate for advice and support Implementing specifically tailored support strategies and intervention programmes, e.g. devised by a Speech and Language Therapist, Educational Psychologist, Occupational Therapist or Physiotherapist.

- **Outside Specialist referral leading to specialist intervention provided in school.**
Such as a Speech and Language Therapist or Therapeutic Counsellor carrying out a block of therapy in school

Staff Training

Mr Qualters who is the the Special Educational Needs and disabilities Co-ordinator (SENDCO) has a wide range of experience in the area of Special Educational Needs and has the National Award for Special Educational Needs Co-Ordination (NASC).

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. In addition, some staff develop further expertise in areas of need by attending courses run by specialist agencies.

Training has included but is not limited to:

- Thrive
- Understanding Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia training
- Understanding of Autistic Spectrum Disorders and conditions (ASD)
- Specialist teaching of children with Dyslexic tendencies
- Reading and spelling interventions such as 'Floppy's Phonics', 'Phonics International', 'Lightning Squad' and 'Fresh Start'
- Maths interventions such as 'Success at Arithmetic' and '1st Class at Number'
- Training related to Speech and Language Development

Our SENDCO provides advice and guidance to staff. Where necessary the SENDCO and other staff request support and work closely with specialist expertise as appropriate from outside agencies.

Equipment and Facilities

We have a range of equipment and facilities to support children's needs in school. In addition, we are able to source information about other equipment as required from specialist agencies.

Consulting Parents, Carers and Families

The school aims to work in partnership with families to help them support their children's learning inside and outside of school. We will let families know about any concerns about a

pupil's learning and consult with them in a number of ways. This may include (but is not limited to):

- Day to day discussions on anything new that has arisen in the playground yard, informal drop-in sessions and telephone calls
- Having regular meetings with children and their families with opportunities to discuss their concerns and aims for the future
- Meetings with the SENDCO
- Letting them know what is available for them and their children

- Introduction to outside agencies
- Formal meetings involving other agencies
- School reports including attainment and progress information

Consulting with and Involving Young People with SEND

We believe that children thrive best when actively involved in their own learning.

Depending on the age and maturity of the child and the nature of their needs this can take many forms. For example, children are asked to reflect on their learning as part of the review of individual plans and as part of intervention groups. This may be in verbal, pictorial or written form. They are encouraged to express what they feel has been useful to them in terms of strategies and programmes and to describe what they feel is important to them in the future. Children can join meetings with parents and professionals to be part of the reflective process and to celebrate their successes.

Outside Agencies

There are a range of other professionals, teams and agencies providing services to children with a special educational need / disability in school. These may include:

- Educational Psychologists (independent and Local Authority appointed)
- Language and Communication Team
- Speech and Language Team
- Occupational Therapy Service
- Dyslexia / Dyscalculia Referral Team
- Disability Team
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young Peoples Service (CYPS)
- Mental Health Services Team (MHST Connect)
- Early Help Assessment Team
- Secondary School Support Team, including Silverdale Outreach

- School Nurse (0-19 service)
- HIVE (North Tyneside) / Newcastle Virtual School – for children who are in the care of the local authority.

Transition to Secondary School

We will 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:

- Transition days for staff
- Visits of new setting/school for parents and children
- Parent / child meeting with new and existing staff
- Parent and SENDCO meeting involving any outside agencies that need to be involved
- New staff visit child in their existing setting
- Multi-disciplinary meeting for pupils with EHCPs
- Sharing of pupil information where consent is given.

Evaluation of Effective Provision

A timetabled plan of moderation and monitoring occurs over the year by the Senior Leadership Team and SENDCO. The SENDCO provides an annual development plan linked to the school's Self Evaluation Form and School Improvement Planning. The SENDCO reports formally to the school's Governing Body on an annual basis. The School Development Partner meets with the Headteacher termly and one aspect of the report is SEND provision, this is also reported to Governors. Ofsted also report on the effectiveness of the SEND provision as part of their routine inspections.

What to do if you have a Concern

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 Special Educational Needs Coordinator. The school governor responsible for Special Educational Needs is Dianne Embley and she can be contacted via the school office.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Support Services and the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provide advice and information to Young People and Parents/Carers of children with Special Education Needs. They provide impartial and factual support on all aspects of the SEN framework to help Young People and Parents/Carers play an active and informed role in their child's or their own education.

If you are a North Tyneside resident, you can find out more about SENDIASS by visiting their website: <https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass> or telephoning 0191 643 8313

For Newcastle residents you can contact SENDIASS on this website: <https://www.newcastlesendiass.co.uk/how-can-sendiass-help-you> or telephoning 0191 211 6255

Please contact our SENDCO - Mr Qualters for up to date contact details of support services.

Local Authority Offer

Families are signposted to services / organisations through the Local Authority Local Offer. You can access the North Tyneside Council SEND Local offer on the [school's website](#) or here:

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

For Newcastle residents, you can access Newcastle's local offer here:

<https://www.newcastle.gov.uk/services/schools-learning-and-childcare/special-educational-needs-andor-disabilities-send>

Children in Care with SEND

The progress and well-being of children who are in care is monitored regularly by members of the Leadership Team. Team members work closely with Social Services, and carers and Personal Educational Plans (PEP) are completed termly.

Further Information

For further information please visit our school website:

- Accessibility Plan
- Attendance Policy and Procedures
- Relationships Policy
- Special Educational Needs and Inclusion Policy

All school policies and procedures are regularly reviewed as part of the school's Equality and Diversity Policy. Policies and procedures are reviewed with a specific focus on how they affect pupils with special educational needs or disabilities.

The school's self-evaluation process looks at teaching and learning for pupils with special educational needs and disabilities and a SEND Development Plan is reviewed annually. All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

Report Date: **5th June 2024**

Date for Review: **June 2025**

Appendix 1

School entitlement offer to pupils with special educational needs or disabilities

Category of Need	Support Available in School
<p>Communication and Interaction Needs</p> <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, scaffolds and task planners, to break down activities into smaller, more manageable tasks (e.g. now and next boards) ➤ Workstations / areas of low distraction ➤ Makaton encouraged within EYFS ➤ Specific screeners applied in EYFS e.g. communication toolbox ➤ Specific interventions used in EYFS for identified pupils e.g. BLAST ➤ Support / supervision at unstructured times of the day ➤ Social skills programme / support including strategies to enhance self-esteem ➤ Small group work to improve skills ➤ ICT is used to support learning where appropriate e.g. communicate in print symbols ➤ Strategies / programmes to support speech and language development provide by Speech and Language Therapists and the Language and Communication Team ➤ Where appropriate we will use support and advice from other partners to meet the needs of pupils ➤ Planning, assessment and review ➤ Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil e.g. IEP's ➤ Teaching resources are routinely evaluated to ensure they are accessible to all pupils ➤ Adapted curriculum and resources
<p>Cognition and Learning Needs</p> <p>For example, moderate learning difficulties such as dyslexia</p>	<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

	<ul style="list-style-type: none"> ➤ Specific intervention programmes are delivered following plans from outside agencies or by therapists themselves e.g. Dyslexia team ➤ ICT is used to reduce barriers to learning where possible ➤ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to ➤ Planning, assessment and review ➤ Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process ➤ Teaching resources are routinely evaluated to ensure they are accessible to all pupils ➤ Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil ➤ Adapted curriculum and resources
<p>Social, Emotional and Mental Health Needs e.g.</p> <ul style="list-style-type: none"> • Behaviour related to anxiety or trauma • Communication difficulties linked to ASD • Concentration and attention difficulties such as ADHD 	<ul style="list-style-type: none"> ➤ The school ethos values all pupils ➤ Zones of Regulation encourage children to communicate and regulate their behaviour. Support to co-regulate with adults is encouraged ➤ The school has adopted the Thrive approach with 2 qualified practitioners in school to assess and deliver programmes ➤ Restorative and relational approaches to behaviour management ➤ Access to the Mental Health Service Team (MHST) ➤ Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities ➤ The school provides effective pastoral care for all pupils ➤ Support and advice is sought from outside agencies to support pupils, where appropriate e.e. Silverdale Outreach, Therapeutic Counselling Services, CAMHS ➤ Small group programmes are used to improve social skills and help them deal more effectively with stressful situations e.g. socially speaking group

	<ul style="list-style-type: none"> ➤ Outdoor learning is used to offer a different approach to the curriculum e.g. forest school, residential learning ➤ Information and support is available within school for behavioural, emotional and social needs ➤ Concerns about bullying are fully investigated in a sympathetic way and issues dealt with at a level approximate for the age, maturity and emotional development of the child ➤ Strategies to reduce anxiety / promote emotional wellbeing ➤ Advice may be sought from the Educational Psychology Service and recommendations followed.
<p>Sensory and Physical e.g.</p> <ul style="list-style-type: none"> • Hearing or visual impairment • ASD conditions • Medical or physical needs and disabilities 	<ul style="list-style-type: none"> ➤ Support and advice is sought from outside agencies to support pupils, where appropriate e.g. EP, OT, Physiotherapists, CAMHS ➤ Access to programmes to support Occupational Therapy / Physiotherapy ➤ 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 ➤ Support with personal care if and when needed and the schools nursing service to identify need and provide recommendations ➤ Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning ➤ Staff understand and apply the medicine administration policy ➤ The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils ➤ All entrances to the school allow wheelchair access ➤ The school has accessible toilets / facilities ➤ The school is all on one level.

Last updated 5th June 2024