



Shanklea Primary School

SEND Information report

January 2024

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Our school's approach to supporting pupils with SEND

Shanklea believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Shanklea Primary School is a local authority maintained primary school for pupils aged 4-11. We also have a nursery which offers places to pupils from the age of 2.

All staff at Shanklea Primary School are dedicated to providing an inclusive, nurturing and balanced curriculum through which all children make progress and achieve their full potential. Through support and dedication, children at Shanklea are able to access the curriculum, supplemented with appropriate interventions and/or adaptations also adopting a multi- agency approach, ensuring all pupils' needs are met. Learners and their families must be involved in reviewing progress and planning support at all stages. The school uses a graduated approach which is underpinned by the principle of assess-plan-do-review (APDR). This principle applies to all aspects of meeting needs, from first concerns through to high needs provision. It ensures that interventions and support are individualised, and evidence based. We endeavour to identify barriers to learning quickly and recognise that they may arise at any stage of school. Initial concerns whether identified by school staff, parent or child will be acted on and interventions put in place promptly. This could be achieved through supporting a child in their class with carefully planned differentiation of the existing curriculum and adapted resources or it could involve interventions outside of the classroom with specialist trained staff. Review of the effectiveness will be timed to ensure interventions are effective and seek the support of external expertise from outside agencies when necessary.

Catering for different kinds of SEND

Our school currently provides additional and/or different provision for a range of needs, covering the four main areas of SEND.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. Children and young people with ASD may have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Cognition and learning Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia. The school aims to support all such children as far as it can with input and advice from specialist external agencies. Social, emotional and mental health The school is committed to the mental wellbeing of all children and recognises that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways and disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs Impairments which prevent or hinder people from making use of the school facilities generally provided, such as vision impairment (VI), hearing impairment (HI), diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) encompassing a range of conditions such as dyslexia, dyscalculia and dyspraxia. The school aims to support all such children as far as it can with input and advice from specialist external agencies.

Social, emotional and mental health

The school is committed to the mental wellbeing of all children and recognises that children may experience a wide range of social and emotional difficulties which manifest themselves in many ways and disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Impairments which prevent or hinder people from making use of the school facilities generally provided, such as vision impairment (VI), hearing impairment (HI), diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

Key staff and expertise

| Name of staff member | Area of expertise | Level of qualification (e.g. BA (Hons), MA) |
|----------------------|-------------------|---|
| Claire Crowther | SENDCo | National Qualification in Special Educational Needs. NPQSL. |
| Laura Ritson | Head teacher | Thrive Practitioner |
| Kay Laughton | EYFS Lead | Thrive Practitioner |

The SENCO

| Name of SENCO | Email address | Phone number |
|-----------------|--|--------------|
| Claire Crowther | claire.crowther@shanklea.northumberland.sch.uk | 01670 715205 |

Securing and deploying expertise

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and inclusion. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and children with SEN will have a written learning plan drawn up with the consultation of the child, parent and teacher which will outline their strengths and individual needs.

Some examples of additional provision which could be suitable for a child with SEND include:

Individual teaching, following dedicated programmes to address specific needs.

Small group focus work to address shared issues eg, EdShed interventions, lego therapy

Support from other adults within the class, in order for the work to be further adapted to meet exact needs.

Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals.

Thorough assessments undertaken by professionals e.g. Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed.

Equipment and facilities

The school is able to offer support through:

A regulation room which offers children a nurturing environment for interventions outside the classroom.

Classrooms with high quality technological aids such as smart TVs.

Visual timetables.

Access to specialist equipment recommended by professionals such as writing slopes, pencil grips, wriggle cushions.

Areas of school with disabled access and a disabled toilet is available.

Identifying and assessing pupils with SEND

All children are monitored closely within different areas and times throughout the school day. If any concerns are raised, a one week monitoring focus with the SENDCo will begin.

Initial concerns about a child can be raised by the parent, teacher or the child themselves.

When such issues are raised an Initial Concern form will be completed in consultation with parents and a graduated approach initiated. This means that the school will begin a cycle of Assess, Plan, Do, Review. (APDR)

Assess: - Establishing a clear assessment of the pupil's needs.

Plan: - with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Do:- Implementing the interventions, with the support of the SENCO.

Review: - review the effectiveness of the interventions, and making any necessary revisions.

If after two cycles of APDR the child has not made progress then pupils will be moved to the next stage of SEN Support. At this stage advice from other agencies may be sought and teachers, pupils and parents will agree a learning plan which agrees how the pupil will be supported.

Consulting with pupils and parents

At Shanklea, we value the input of family and place the child's need at the centre of what we do. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the child's views
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- The child feels supported, valued and loved.
- Written records of concerns and next steps are recorded in a pupil centered way through the Initial Concern form, learning plan or in the case of high needs of SEN a SEN Support Plan or EHCP. When these are reviewed the pupil's and parents' views are included on the effectiveness of the action taken so far to meet their needs.

Children with SEN are spoken with on at least a weekly basis by the SENDCo to ensure they feel happy, safe and challenged in school. Parents are offered half-termly coffee afternoons to informally meet with the SENDCo. Parents have the opportunity to meet with class teachers three times per year and updated on their child's progress and targets half-termly.

Involving key stakeholders

When needed, external agencies are consulted or referred to for additional support and assessment. These may include Northumberland County Council SEND Support Services who offer support with Psychological Services, Communication Services - Speech, Language and Communication, Literacy & EAL, Emotional Well-Being and Behaviour Support Service and Autism Support Service. Parents will always be consulted when children are referred to external agencies.

Transition support

When it is time for a child to leave our school family we want to send them out into the wider world and next step with confidence, courage and resilience. The school will do all it can to support children make a smooth transition to their next phase of education. The school will liaise closely with secondary, middle or other schools to help plan for any transition visits. The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

Teaching approach

The school supports a graduated approach as outlined in the SEN code of practice with Quality First Teaching the first point of support. When special education need and additional support is identified this will be delivered through a cycle of APDR (Assess Plan Do Review) to ensure progress is made or plans adapted to meet pupils' needs. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Parents and children are consulted and encouraged to take an active part in formulating and reviewing this plan though either the Pupil profile or SEN Support Plan.

Adaptations to the curriculum and learning environment

Our school aims to provide a nurturing, friendly and loving environment where the needs of all pupils are met. Examples of adaptations to ensure all pupils' needs are met include: -

Starting from Quality First Teaching and a mastery approach where all children learn together and no one is left behind.

Differentiating our curriculum and adapting our teaching to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, writing slopes, visual timetables, larger font, etc.

Adapting our teaching and scaffolding learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using iPads etc.

Our curriculum is constantly reviewed to ensure that the needs of all learners are met.

Where possible, SEN interventions take place in target time to ensure pupils do not regularly miss lessons, particularly in subjects they enjoy and are important to them.

Inclusivity in activities

All of our extra-curricular activities, clubs and school visits are available to all our pupils, including Breakfast Club and After-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in activities because of their SEN or disability and if necessary adaptations or special arrangements are made to ensure pupils can access activities: e.g. 1:1 support, pre visits, specialist equipment.

Supporting emotional and social development

At Shanklea, the emotional and social development of our pupils is at the heart of all we do. British values are taught and developed throughout the school and in particular we focus on our vision of learning through love, forgiveness and friendship. Pupils' wellbeing is at the centre of school life. We provide support for pupils to improve their emotional and social development in the following ways:
Growth mindset is actively taught in school to build self-esteem and resilience.

We focus on British values throughout our curriculum and the children are awarded Dojo points linked to these.

We have a zero tolerance approach to bullying

Pupils with SEN are part of the school council

Pupils with SEN are also encouraged to be part of clubs to promote teamwork, building friendships and valuing everyone's worth.

We use zones of regulation to encourage our children to regulate their emotions and understand neurodiversity.

Online safety

At Shanklea Primary we recognise the additional risks that pupils with SEND face online e.g. through online bullying grooming and radicalisation; therefore, the following procedure is in place:

Online safety teaching is always appropriate to pupils' ages and developmental stages.

Pupils are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app they are using.

The underpinning knowledge and behaviours pupils learn through the curriculum include the following:

How to evaluate what they see online

How to recognise techniques used for persuasion

What healthy and respectful relationships, including friendships, look like

Body confidence and self-esteem

Consent, e.g. with relation to the sharing of indecent imagery or online coercion to perform sexual acts

Acceptable and unacceptable online behaviour

How to identify online risks

How and when to seek support

How to identify when something is deliberately deceitful or harmful

How to recognise when something they are being asked to do puts them at risk or is age-inappropriate

The online risks pupils may face online are always considered when developing the curriculum.

The school recognises that, while any pupil can be vulnerable online, there are some pupils who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g. pupils with SEND and LAC.

Relevant members of staff, e.g. the SENCO and designated teacher for LAC, work together to ensure the curriculum is tailored so these pupils receive the information and support they need.

The school will also endeavour to take a more personalised or contextualised approach to teaching about online safety for more susceptible children, and in response to instances of harmful online behaviour from pupils.

Class teachers review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of pupils. When reviewing these resources, the following questions are asked:

Where does this organisation get their information from?

What is their evidence base?

Have they been externally quality assured?

What is their background?

Are they age-appropriate for pupils?

Are they appropriate for pupils' developmental stage?

Before conducting a lesson or activity on online safety, the class teacher and DSL consider the topic that is being covered and the potential that pupils in the class have suffered or may be suffering from online abuse or harm in this way. The DSL advises the staff member on how to best support any pupil who may be especially impacted by a lesson or activity.

Lessons and activities are planned carefully so they do not draw attention to a pupil who is being or has been abused or harmed online, to avoid publicising the abuse.

During an online safety lesson or activity, the class teacher ensures a safe environment is maintained in which pupils feel comfortable to say what they feel and ask questions, and are not worried about getting into trouble or being judged.

If a staff member is concerned about anything pupils raise during online safety lessons and activities, they will make a report in line with the Child Protection and Safeguarding Policy.

If a pupil makes a disclosure to a member of staff regarding online abuse following a lesson or activity, the staff member will follow the reporting procedure outlined in the Child Protection and Safeguarding Policy.

Sexual violence and harassment

The school will ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

Healthy relationships

Respectful behaviour

Gender roles, stereotyping and equality

Body confidence and self-esteem

Prejudiced behaviour

That sexual violence and sexual harassment is always wrong

Addressing cultures of sexual harassment

Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled. All staff are made aware of the heightened vulnerability of pupils with SEND. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

Pupils are made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Each year the NSPCC visits our school and works with children to help them understand abuse and promote Childline.

Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals through the cycle of APDR

Reviewing the impact of interventions

Using pupil voice

Close monitoring by the SENCO including regular meetings with teaching staff to discuss progress and offer support.

Using provision maps to measure progress
Holding annual reviews for pupils with EHC plans

Handling complaints

Complaints about SEN provision in our school should be made to the head teacher or SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Local Offer

Our school works closely with Northumberland County Council to contribute to and share information about their Local Offer. Further information can be found via the NCC website.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx>

Named contacts

| Name of individual | Email address | Phone number |
|---|--|--------------|
| Claire Crowther (SENDCo) | claire.crowther@shanklea.northumberland.sch.uk | 01670 715205 |
| Laura Ritson (Head teacher) | laura.ritson@shanklea.northumberland.sch.uk | 01670 715205 |
| Alison Bravey NCC SEND Information Service | alison.bravey@northumberland.gov.uk | 01670 623555 |