



**SPECIAL EDUCATIONAL NEEDS
AND DISABILITY (SEND)**

**INFORMATION REPORT
2024**

SCHOOL NAME:	Tweedmouth Prior Park First School
SEND Coordinator	Mrs K Wright
SEND Governor	Ms L McGinlay
TYPE OF SCHOOL:	Mainstream First School with Nursery Class Age 3-9
%of children on the SEN register	We currently have 23% on the SEN register
ACCESSIBILITY:	Fully wheelchair accessible on ground floor of main school. Upper floor with 2 classrooms inaccessible. Disabled toilet facilities
CORE OFFER:	<p>We are a mainstream first school who promote an inclusive approach to all of our pupils regardless of race, gender, physical or academic ability. We work hard to successfully integrate children with learning needs and behavioural difficulties. Our staff includes teachers and Teaching Assistants who have good experience in identifying children who may have special needs that require additional support. We work closely with parents and a range of outside agencies and intervene as early and effectively as possible.</p> <p>Our staff have training in; Autistic Spectrum Disorder, DLD, Auditory memory, Vocabulary in the classroom, Talk Boost, Early Talk Boost, Nursery Narrative, Read Write Inc, Emotional Literacy Support and Thrive.</p> <p>Our Choices 4 Growth counsellor offers 1 to 1 counselling and drop-in sessions which can be 1 to 1 or small group work.</p> <p>Our SENDCO ensures that staff training is appropriate to the specific needs of our children.</p>
POLICIES:	<p>School policies are available on the website for:</p> <p>BEHAVIOUR MANAGEMENT EQUALITY & DIVERSITY CHILD PROTECTION SEND</p>
PROVISION:	<p>Specialist Facilities/Equipment to support SEND</p> <p>The school has 1 small room used to deliver 1 to 1 sessions and small group work or a quiet space for Choices 4 Growth counselling sessions. Space can also be found in our Community Room for small group literacy and numeracy intervention groups and therapist sessions e.g. physiotherapy. Small specialised equipment is purchased as necessary.</p> <hr/> <p>External support services</p> <p>The Northumberland County Council SEND team offers educational support and advice for pupils, families and staff and also provides specialised staff training. This team includes; Educational Psychologist, Education Welfare Officer, Inclusion Support Worker, Behaviour Support Teacher, Communication and Language Teacher and ASD teacher.</p> <p>Specialist health support agencies include; School Nurse, Health Visitor, Speech & Language Therapist. Hearing Impaired Service, Occupational Therapist, Physiotherapist, Children and Young People's Service (CYPS). Children's Services also offer advice and support.</p>
SEN POLICY:	<p>The specific objectives of our SEN policy are as follows:</p> <p>Tweedmouth Prior Park First School believes that providing early intervention and support is more effective in promoting the welfare of our children than reacting later. What we want to see is our children achieving their aspirations and reaching their potential. We also want parents to feel confident that we provide the best we can for their child with additional needs.</p> <p>We are committed to:</p>

	<ul style="list-style-type: none"> • Providing a safe, stimulating and caring environment where each pupil is valued as an individual and can develop to his/her full potential emotionally and intellectually. • Early detection of Special Educational Needs (SEN) • Support put in place quickly for any child that needs it • Close relationships with our parents who know what they can reasonably expect for their child • Providing staff with the knowledge, understanding, attitudes and skills to be able to respond sensitively to children's needs.
<p>INCLUSION:</p>	<p>How do we promote inclusion within the school, including day and residential trips?</p> <ul style="list-style-type: none"> • Tweedmouth Prior Park is a fully inclusive school that aims to foster a sense of respect in each child, for themselves and for each other • Our teachers plan differentiated lessons based on the needs of the children in their class. • We offer a range of provision to support our children who have additional needs. • Teaching Assistants use a range of strategies and programmes to promote inclusion. • Many strategies that support particular children are available to all e.g. daily visual timetables, quiet areas, so that children are not made to feel different. • All children are included in all lessons, events and trips and support is provided where necessary or adaptations made where appropriate. • Lunchtime and support staff are made aware of the particular needs of specific children and how they can best support them. • When appropriate, additional funding is sought to provide extra staffing or resources. <p>How do we identify children who have additional needs within school?</p> <p>Pupils have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if they:</p> <ul style="list-style-type: none"> • Have learning difficulty or disability which calls for special educational provision to be made. • A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Children will not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they are being taught. <p>Initial Concern:</p> <p>Where a member of staff has any concerns about the learning or progress of a pupil in any aspect of their development, they complete a 'Pupil Concern Form' which specifies what their concerns are and what they have done to address these concerns to date. This is then handed to the SENCo who will work with the member of staff and parents, to act on a case by case basis. This may be to simply monitor the pupil, to conduct some internal assessments or to refer to an external agency.</p>

	<p>SEN Support: If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be invited to be fully involved and kept informed about the involvement of external agencies and proposed interventions. A SEN plan will be completed for this child.</p> <p>The graduated approach: Each learner's provision will be made up of a range of support, strategies and interventions that will be regularly monitored, reviewed and evaluated to inform next steps (the Assess, Plan, Do, Review Cycle). Provision and support put in place often does not remain the same over time. During this process, understanding of what is needed and what works best is developed by the SENCo, in collaboration with learners, parent(s)/carer(s), school-based staff and other practitioners. For some learners, more support is put in place to make sure that they are included and make progress across the curriculum.</p>
<p>PARENT SUPPORT INVOLVEMENT/ LIAISON:</p>	<p>How do we involve/support the parents of children with SEND regarding and meeting their needs? How do we communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • Children and their families work closely with our SENCO and a range of outside agencies to get the most appropriate support for their needs • Children and their families who have an Early Help Assessment in place meet regularly every six weeks • When parents raise issues or concerns, we aim to meet very quickly to investigate and discuss resolutions • Parents are involved in frequent informal conversations with the class teacher and SENCO regarding their child's progress • Formal termly progress meetings are held to review targets and for targets for future learning to be shared • Annual written report • Children may have a home/school diary which helps to keep parents involved in their child's learning, and ensures an open dialogue between home and school • Parent workshops • Parents contribute to the information on pupil passports, SEN support plans ECHP plans. <p>How will school prepare children with SEND to join their next setting/college/stage of education or life? Carefully planned transition arrangements are organised between classes and other local schools. When children need additional preparation, we consult parents and the receiving schools to arrange additional visits to make the move a positive experience for the child.</p>
<p>OTHER INFORMATION: At Tweedmouth Prior Park School our practice include the strategies outlined below: -</p> <p>Strategies to reduce anxiety/promote emotional well-being include:</p> <ul style="list-style-type: none"> • Choices 4 Growth counsellor who offers 1 to 1 counselling and drop-in sessions which can be 1 to 1 or small group work • Consistent use of Behaviour Management Policy • Individualised provision at the beginning of the day 	

- Alternative arrangements for times of anxiety – such as playtime
- Giving children special responsibilities
- Playground Leaders
- Encouragement to participate in after school activities
- NUFC Primary Stars programme of events including targeted programmes such as Commando Joes.

Strategies to support emotional, social and behavioural needs include:

- Social skills targeted interventions which include strategies to enhance self-esteem and develop peer relationships
- Lego therapy groups
- The use of Social Stories
- Choices 4 Growth counsellor who offer 1 to 1 counselling and drop-in sessions which can be 1 to 1 or small group work
- Whole Staff training in positive behavioural strategies designed to reduce anxiety, risk and restraint
- Playground Leaders
- Consistent use of Behaviour Management Policy
- Behaviour crisis plans
- Visual timetables, task planners and now and then boards
- Zones of regulation-toolkits and plans if needed
- Personalised reward systems for children who need them
- Extra pastoral support for children as required

Strategies to support speech and language needs include:

- A Teaching Assistant who works closely with speech and language therapists from the county SEND Team and delivers a range of individual and small group plans which includes the use of Language Steps and narrative, language for thinking, Lego therapy and blank levels resources.
- Sessions delivered and modelled for staff to observe from a specialised speech and language TA from HINT team.
- Early Talk Boost is delivered by EYFS teachers and teaching assistants who have been trained in these programmes
- Model and promote 'talk to write' approaches, whereby learners talk through planned responses before writing
- Talk alongside adult and learner activities to model language processes
- Provide support strategies to organise ideas and information e.g. mind maps, colour coding
- Provide scaffolding and models of language structures
- Use visual cues to help a learner to formulate their responses
- Provide vocabulary lists with visuals to help with word finding/recall difficulties
- Rhyme Time bags that parents can take home to promote speech & language

Strategies to support/develop literacy needs include:

- Read Write Inc programme and materials to support the development of literacy across the school
- Extra small group phonics sessions or 1:1 sessions if needed
- Incorporate short daily practice sessions to support retention of learning
- Teach one skill at a time and identify effective methods which are suited to the individual
- Model and promote 'talk to write' approaches, whereby learners talk through planned responses before writing
- Visual support if needed

Strategies to support/develop numeracy needs include:

- Carefully select and use concrete resources to develop understanding of number (e.g. counters, ten frames, number lines, 100 squares etc)
- Ensure targeted use of online games/ activities where evidence and observation demonstrate positive impact such as Rock Stars
- Use of Numicon multi-sensory resources across school
- Home kits of Numicon resources
- Parent workshops

Strategies to support Occupational Therapy/Physiotherapy needs include:

- Use of the supporting exercises in the Inclusion Toolkit before a referral is made to Occupational Therapy
- Delivery of programmes devised by the physiotherapist or occupational therapist by Learning Support Assistants
- Additional practice and support with motor skills
- Use of specialised equipment, such as pencil grips, cutlery, scissors, sloping writing boards and wobble cushions
- Use of differentiated equipment in PE
- Use of sensory circuits

Strategies to support medical needs include:

- Policy for the use of personal medication
- Individual protocols for children with on-going medical needs or allergies
- Access to and support from school nurse or other health professionals
- Staff with experience of children receiving medication for ADHD, Epilepsy and Arthritis
- All school staff first aid trained and specified staff trained in Paediatric First Aid

Strategies for a supportive environment to develop independent learning include:

- Visual timetables in each class
- Consistency across the school in the use of visual aids for literacy and numeracy
- Agreed school and classroom rules
- Equipment/resources available on recommendation of Occupational Health /Physiotherapist
- Next steps for learning are shared with children in line with our marking and feedback policy
- Prompt cards are used to promote expected behaviours
- Continuous provision in the Early Years Foundation Stage promotes independent learning
- Provision of a creative curriculum that promotes independent learning
- Homework is used to develop independent learning outside of school
- Teach specific rules around safe and unsafe public spaces, including their safe navigation and road use

Complaints

If you are unhappy about how your child is being supported in school, in the first instance speak to your child's teacher. If you are still unhappy and the matter has not been addressed, please speak to Mrs Wright SENDCo. If she cannot resolve the issue, please make an appointment to speak to Mrs Currans, the head teacher. If the issue is still not resolved, please refer to the school's complaints procedure available on our school website or a copy can be obtained from the school office.

Our website link is:

<https://tweedmouthpriorpark.northumberland.sch.uk/policies>

For information on rights to appeal and tribunals use the link:

<https://northumberlandeducation.co.uk/send-and-inclusion/>

then the information can be found in the section Send guidance for Professionals

If you need to contact the Northumberland SEND team you can email at

SEN@Northumberland.gov.uk or telephone on 01670622757

SEND code of practice can be found at

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Northumberland Local Offer: Further information can be found at

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

COMPLETED BY:	Mrs Currans	Headteacher and Mrs Wright SENCO
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DATE	Autumn Term 24
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REVIEW DUE:	Autumn Term 25
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