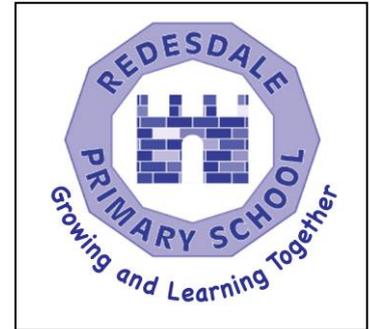


**Redesdale Primary School**  
Wiltshire Drive  
Wallsend  
Tyne and Wear  
NE28 8TS



## **Contact Information**

**Inclusion Leader Contact Name:** Mrs D Younger  
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**Website (if applicable):** [www.redesdale.co.uk](http://www.redesdale.co.uk)  
**SEND Governor Name:** Mrs J Gibson

## **Information Report regarding Children with Special Educational Needs and/or Disabilities**

**Redesdale Primary School** is a fully inclusive school which ensures that **all** children achieve their potential personally, socially, emotionally, physically and educationally.

Our Information Report lets you understand how we support children with special educational needs and disabilities.

We consult with children and their families by meeting with parents regularly through SEND reviews, parents' evenings and informal meetings. These can be prompted by parents, teachers or external professionals.

### **How will school support my child and their additional needs?**

Children are identified as having a special educational need when their level of progress and/or attainment has become a cause for concern. Interventions are quickly put in place to cater for individual needs.

### **Who will explain this to me?**

Our Inclusion Leader (SEND CO) oversees all support and progress of any child requiring additional support across the school.

We will let families know about any concerns about a child's learning by contacting and arranging an information meeting to discuss next steps. Class teachers will liaise with the Inclusion Leader (Mrs. Younger) to discuss matters further.

### **What support is provided for my child?**

When a child is identified as having special educational needs, we support their development and progress by using provision maps to monitor the support given to all children with additional needs and to review the use of resources to maximise their effectiveness. Quality teaching, small group work, individual support and support within the classroom should ensure your child meets their individual targets. Individual Support Plans will allow class teachers to differentiate work and provide support where needed. Individual support is used to teach, practise and develop skills related to targets on their Support Plans. Support staff will have a clear understanding of the child's targets and how to achieve them.

Support staff are placed where they are needed throughout the school to support children's progress and independence. One to one and small group work is encouraged where needed to

support individual needs. Interventions are put into place and these are reviewed on a regular basis by the class teacher and the Inclusion Leader(SENDCO).

### **Who will support my child?**

The other people / agencies and teams providing services to children with a special educational need and/or disability in school include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team
- Children's Services
- Dyslexia Team
- Public Health
- Sensory Services
- Emotional, Mental and Behaviour support
- GPs
- Occupational Therapist
- Ethnic Minority and Traveller Achievement Service
- Silverdale Outreach
- Safer Families
- CAMHS

We will work in partnership with other education providers to ensure that children make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local secondary school and further visits for vulnerable children, we liaise with staff, including form teachers and SENCO's/Inclusion Leaders of the transitional schools. Should children need to transfer to specialist provision; a transition plan will be put in place.

### **What training have the staff supporting children with additional needs had /are currently having?**

Staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities including:

- Catch Up reading
- Numbers Count programmes
- First Class Numbers
- Speech and Language - Elklan
- Makaton
- Numicon
- Social Nurture Groups
- Dyslexia
- SEAL
- THRIVE
- Whole staff training on Dyslexia, Dyscalculia, Attention Deficit Hyperactivity Disorder and Aspergers.

Our fully qualified Inclusion Leader (SEND CO) provides advice and guidance to staff in relation to any concerns which may arise. She has completed the accreditation of The National Award for SEN Coordination (NASC).

### How will my family be supported?

The school works in partnership with families to help them support their children's learning outside of school.

- Learning mentors
- Open school policy
- Termly Reviews of Early Health Assessments
- Parent Partnership
- Annual Review of Early Health Care Plans

Families are also signposted to services / organisations through the SEND Information Report.

### What else may I need to know?

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect children with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and/or Disabilities and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for children with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of children with special educational needs and disabilities.

If you would like further information about what we offer here at **Redesdale Primary School** then please contact the Inclusion Leader, Mrs D Younger on: 0191 2007326

<b>School entitlement offer to children with special educational needs or disabilities</b>	
	<b>Support Available Within School</b>
<p><b>Communication and Interaction Needs:</b></p> <p style="text-align: center;">e.g.</p> <ul style="list-style-type: none"> <li>• <b>Autistic Spectrum Condition</b></li> <li>• <b>Speech, Language and Communication Needs</b></li> <li>• <b>Social communication difficulties</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visual timetables</b></li> <li>• <b>Areas of low distraction</b></li> <li>• <b>Support / supervision at unstructured times of the day.</b></li> <li>• <b>Social skills programme / support including strategies to enhance self-esteem.</b></li> <li>• <b>Small group work to improve skills.</b></li> <li>• <b>ICT is used to support learning where appropriate.</b></li> <li>• <b>Strategies / programmes to support speech and language development.</b></li> <li>• <b>Strategies to reduce anxiety / promote emotional wellbeing.</b></li> <li>• <b>Where appropriate we will use support and advice from other partners to meet the needs of children.</b></li> <li>• <b>Planning, assessment and review.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Work with children, parents, carers and staff to develop and review plans based on the need of the child.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all children.</li> <li>• Differentiated curriculum and resources.</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote/develop English and Maths.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to children to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for children with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all children.</li> <li>• Work with children, parents, carers and staff to develop and review plans based on the need of the child.</li> <li>• Differentiated curriculum and resources.</li> </ul>
<p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all children.</li> <li>• Behaviour management systems encourage children to make positive decisions about behavioural choices.</li> <li>• The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all children in all activities.</li> <li>• The school provides effective pastoral care for all children.</li> <li>• Support and advice is sought from outside agencies to support children, where appropriate.</li> <li>• Key staff are trained in the Thrive programme to support children with social, emotional and mental health needs. All staff are involved in the Thrive programme, are aware of and supportive of the interventions.</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Outdoor learning is used to offer a different approach to the curriculum.</b></li> <li>• <b>There is a nurture group at lunch times to support children.</b></li> <li>• <b>Information and support is available within school for behavioural, emotional and social needs.</b></li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <b>Hearing/Visual Impairment</b></li> <li>• <b>Multi-sensory impairment</b></li> <li>• <b>Physical and Medical Needs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Support and advice is sought from outside agencies to support children, where appropriate.</b></li> <li>• <b>ICT is used to increase access to the curriculum.</b></li> <li>• <b>Support to access the curriculum and to develop independent learning.</b></li> <li>• <b>Advice and guidance is sought and acted upon to meet the needs of children who have significant medical needs.</b></li> <li>• <b>Access to Medical Interventions.</b></li> <li>• <b>Access to programmes to support Occupational Therapy / Physiotherapy.</b></li> <li>• <b>Support with personal care if and when needed.</b></li> <li>• <b>Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</b></li> <li>• <b>Staff understand and apply the medicine administration policy.</b></li> <li>• <b>The Inclusion Leader(SENDCO) completes any necessary training in order to offer advice and guidance to staff about the needs of children.</b></li> <li>• <b>All entrances to the school have ramps fitted to allow wheelchair access.</b></li> <li>• <b>A proportion of our classrooms have a sound field fitted.</b></li> <li>• <b>The school has 2 disabled toilets and a changing table for all ages of children in a room which provides an appropriate level of privacy.</b></li> </ul>

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 School Inclusion Leader.

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.

**Note**

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.