SEND Information Report

October 2024

| 1. **School profile** |
| --- |
| Birtley East Community Primary School is a maintained mainstream school for pupils from the ages of 3 to 11.  The school caters for pupils with additional support at school if the child has an identified Special Educational Need. The term Special Educational Need (SEN) describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age.  There are currently 34 children (18.2%) on the SEN register (13.6% National Average) and 7 children (3.7%) have an Education, Health and Care Plan (4.8% National Average).  The Special Educational Needs Co-ordinator (SENCo) is Miss Pickersgill who can be contacted by phone on 0191 4102551 or by email at [birtleyeastcommunityprimaryschool@gateshead.gov.uk](mailto:birtleyeastcommunityprimaryschool@gateshead.gov.uk). |

| **Cognition and Learning** | | **Communication and Interaction** | | **Sensory and/or Physical and Medical Needs** | | **Social, Emotional and Mental Health** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan | No. of pupils with this need | No. of pupils with an EHC plan |
| 23 | 5 | 26 | 4 | 6 | 1 | 18 | 4 |

| 1. .identifying pupils with send |
| --- |
| All pupils follow a broad, balanced curriculum that is appropriate to their age and stage of development. This is personalised to consider their needs and abilities. In order to identify a pupil’s Special Educational Needs we use all of the information about the pupil’s progress, including internal and external assessments. We compare it with the progress of other pupils in school staff and against national performance information; such as Key Stage 1 and Key Stage 2 performance tables. Gateshead’s SEND Threshold document enables staff to identify the areas of need a child has and the appropriate support to put in place to address these.  If a pupil is not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. School staff will discuss their concerns with the parent/carer and get the parent/carers views about:   * the pupil’s strengths and areas of difficulty * concerns that the parent/carer has * agreed outcomes * next steps   Following discussions with parents/carers, we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, school staff will then decide the support or programmes of study that are needed to meet these outcomes.  Concerns are not always based on academic progress but could also be linked to the social and emotional development of the pupil. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENCo. In some instances, involvement from outside services may be necessary. These include Behaviour Support Services, Emotional Wellbeing, Assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy, Single Point of Access or sensory teams including Vision and Hearing teams. |

| 1. Progress made by pupils with SEND |
| --- |
| Each pupil’s progress is continually monitored by their class teacher and the SENCo through pupil progress meetings. The SENCo oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.  Progress is discussed regularly in staff meetings, tracked closely by staff and is reviewed formally every term. Progress is reviewed and monitored against Age Related Expectations (ARE) in reading, writing and maths. This information is shared with parent/carers through school staff reporting system. If the pupil is in Year 1 and above, but is not yet working at ARE, a more sensitive assessment tool is used which shows their attainment level in more detail and will also show smaller but significant steps of progress. The attainment levels are pre-key stage standards as well as ARE tests. Other tests may be used to monitor progress, such as tests which give a reading and spelling age or a standardised score. These tests and attainment levels will also be discussed in detail, along with staff comments within the review meeting.  These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEN and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.  Depending on the pupil’s needs, referrals can be made to the Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service or Behaviour Support Service within Gateshead Council, health services such as speech and language therapy, school nursing service or Children and Young People’s Service or social care teams such as the Early Help Service. School staff might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family -TAF) together to work with the pupil and their family. This needs to be done with the parent/carers agreement.  If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.  All children are formally assessed at the end of each key stage (i.e. at the end of Reception, Year 2 and Year 6) using the Early Years Foundation Stage Profile (Reception) or Standard Assessment Tests (SATS) (Years 2 and 6). We are also required to administer a ‘phonics check’ at the end of Year 1 and for some pupils again at the end of Year 2. All children in year 4 will complete a statutory times table check. |

| 1. INVOLVING PARENTS/CARERS AND PUPILS |
| --- |
| Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start or end of school staff day.  Parents and carers are also kept informed through regular verbal and written feedback. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.  School staff hold regular parent evenings for all parents. If their child has Special Educational Needs, parents and carers are invited to termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future ARE targets.  Formal annual reviews are held for pupils with Education, Health and Care Plans. This review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil and any other agencies involved.  Progress reports can be provided to parents/carers in alternative formats if required.  Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age. |

| 1. Update on the school’s implementation of the SEND system |
| --- |
| **ACADEMIC**  All pupils receive excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:   * That the teacher has the highest possible expectations for your child and all pupils in their class. * That all teaching is based on building on what your child already knows, can do and can understand. * Different ways of teaching are in place so that your child is fully involved in learning in class. This could involve things like using more practical learning.   Specific strategies are in place to support your child to learn.  If your child’s teacher has decided that your child has gap in their understanding/learning after carefully checking on your child’s progress they could receive some extra support to help them make the best possible progress.  All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEN:   * Specific work with a small group of children   This type of support is available for any child who has barriers to learning and will be put in place if the class teacher or SENCo think that they need extra support in school. The group, sometimes called Intervention groups by schools, are:   * Run in the classroom or outside. * Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher’s plan. * Working with specific outcomes to help the pupil to make more progress. * Our Family Support Worker offering emotional and behavioural support.   **SPECIALIST GROUPS RUN BY OUTSIDE AGENCIES**  *There continues to be some interruption to services run by outside agencies due to COVID-19 restrictions, however referrals and advice will continue to be sought where necessary.*  This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:   * Local Authority services such as the SENIT, an Educational Psychologist or Behaviour Support Service. * Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.   For your child this would mean:   * They will have been identified by the class teacher as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups. * You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. * You may be asked for permission for school staff to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help school staff and yourself understand your child’s needs better and be able to support them better in school.   The specialist professional will work with your child to understand their needs and make recommendations, which may include:   * Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them more effectively * Support to set targets which will include their specific expertise * A group or individual work with outside professional   School staff may give your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.  **INDIVIDUAL SUPPORT**  This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional, such as an Educational Psychologist, as needing a higher level of support than school staff can provide from their SEN budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School staff will discuss this with you if they think that this is required.  **EMOTIONAL AND SOCIAL**  As well as providing academic support, school staff also provide emotional and social support for pupils. This can include:   * Peer mentoring systems involving older pupils. * Social skills/nurture group interventions - provided by both internal staff and external agencies * Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions * Anti-bullying policies which is taught within PSHCE and Rights Respecting lessons. * Administration of medicines where necessary * Counselling support from outside agencies for those vulnerable children. |

| 1. ACCESSIBILITY |
| --- |
| **IN SCHOOL**  Our school is fully accessible to pupils with physical difficulties.  The following facilities are available for pupils and their parents/carers with physical difficulties:   * Disabled parking bays * Ramped access to buildings * Lifts to all floors * Accessible toilets * Induction loop for hearing aid users * Contrast edging and dual height rails on stairs and steps * Accessible break areas * Accessible dining area * A private room for administration of medication   A risk assessment will be carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the pupil will be made aware of the plan.  We have an Accessibility Policy from Gateshead Council.  **OUTSIDE OF SCHOOL**  School staff has a number of after school clubs. All of the clubs are accessible to pupils with Special Educational Needs.  Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. Risk Assessments are accessible by the Local Authority. Risk assessments for residential visits are sent to the Local Authority for approval.  Staff to children ratios for school visits:   * Nursery – 1:4 * Reception – 1:5 * Year 1, 2 and 3 – 1:6 * Years 4 and 5 – 1:12 * Year 6 – 1:15   These ratios are regarded as starting points for consideration and are determined by the context of each visit taking into account the relevant risks and the needs of the children involved |

| 1. Staff |
| --- |
| There are a number of people in school who are responsible for special educational needs in school:  The Head Teacher (Miss Diggle) is responsible for:   * The day to day management of all aspects of school staff, including support for children with SEN. * Making sure that your child’s needs are met but they will give this responsibility to the SENCo and class teachers. * Making sure that the Governing Body is kept up to date about any issues in school staff relating to SEN.   The Special Educational Needs Co-ordinator (SENCo), Miss Pickersgill, is responsible for:   * Co-ordinating all the support for children with special educational needs and disabilities (SEND) and developing school staff’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. * Ensuring that parents/carers are:   + involved in supporting their child’s learning   + kept informed about the support their child is getting   + involved in reviewing how they are doing   + involved in planning for their future * Contacting other people who may be coming into school to help support your child’s learning for example, an Educational Psychologist. * Making sure that there are clear records of your child’s progress and needs. * Provide specialist support for teachers and support staff in school staff, so they can help pupils with SEN in school staff make the best possible progress. * Support class teachers in writing support plans that specify your child’s targets. * Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.   The Class Teacher is responsible for:   * Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adjusted to meet your child’s individual needs (this is called differentiation). * Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENCo know if necessary. This could be things like targeted work, additional support. * Writing Support Plans with the SENCo. These will be shared and reviewed with parents at least once each term. * Planning for the child’s next term based on their progress. * Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. * Ensuring that school’s SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.   Our school’s Family Support Worker (Corrina Poole) works with children and families to support pupils with SEN. She:   * Ensures families understand their child’s needs and how they are being supported in school. * Chairs TAFs and CAFs to ensure that the family feel supported and they are aware of any support services which would benefit the child or family * Runs sessions for emotional and social support to help support identified needs that the children have * Works with a range of external agencies to provide support services for families * Works with a range of external agencies to provide wrap around and rest bite support services for families   The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEN. They:   * Support pupils to access the curriculum * Help to implementation of differentiation and specialist support strategies in the classroom * Keep pupils focused on learning activities during lesson * Attend all training opportunities related to SEN and differentiation. * Are mainly classroom based, however Teaching Assistants are able to deliver specific SEN programmes outside of the classroom. * Help pupils to develop effective ways of becoming independent learners.   The SEN Governors (Cllr Mary Foy, Susan Cowen) are responsible for:   * Making sure that school staff has an up to date SEN Policy * Making sure that school staff has appropriate provision and has made necessary adaptations to meet the needs of all children in school staff. * Making sure that the necessary support is made for any child who attends school staff, who has SEN.   **TRAINING**  School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when pupils are admitted to school with a SEND that no-one in school has experience of.  Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of Literacy and Numeracy and areas of children’s Social and Emotional development.  Staff within school have different levels of expertise in order to support pupils with special educational needs:  Awareness – this is basic awareness of a particular type of SEN. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENCo, SENIT, Educational Psychologist or other specialist service.  Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the pupil’s needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.  Specialist – this is in-depth training about a particular type of SEN for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEN teacher or a SENCo if they had appropriate qualifications.  At Birtley East Community Primary School, staff have had awareness training in Specific Learning Difficulties, autism, bereavement, attachment disorder, ADHD administration of inhalers and epi-pens. School staff are proactive in seeking training when the need arises. |

| 1. TRANSITION |
| --- |
| Transitions can be more difficult for a child with SEN and we take steps to ensure that any transition is a smooth as possible.  Pupils with Education, Health and Care Plan (EHCPs) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by February of the year that they transfer which secondary school they will attend in September.  If you are transferring from another primary school, before your child moves to Birtley East Community Primary School (whenever possible), staff will have the opportunity to visit them at their previous school and we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at school. We will develop a transition plan for your child and their needs with their primary school and review staff training to ensure that staff teaching your child have a knowledge of their needs.  If your child is moving to another school, we will contact the SENCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible, your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Birtley East Community Primary will discuss the specific needs of your child with the SENCo of their secondary school.  When moving classes in school, information will be passed on to the new class in the end of year transition meetings. All support plans will be shared with the new teacher. Teachers will discuss effective learning strategies and update the plan, which will carry into the next academic year.  Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move to another school. |

| 1. cOMPLAINTS |
| --- |
| Parent/carers should contact the SENCo with any complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, we have a complaints policy which can be found at http://birtleyeastprimary.org  Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIAS) which is run by Barnardos in Gateshead (0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an Educational Health Care Plan.  Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer. |