Milecastle Primary School
SEND Information Report

Our Mission:
For everyone to be excited about and love learning.
Our Vision:
At Milecastle we provide a safe, vibrant and exciting learning environment, where everyone is included and all successes are celebrated. We provide outstanding care and support as well as high quality learning experiences which challenge the children to be their best. We accept we are all different and we are grateful for the variety that brings.

This document is intended to provide parents, carers and families with information on how we support pupils identified with a special educational needs or disability.

The SEND information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND report. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
- The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND and disabilities
  (Children and Families Act 2014, Part 3)

Milecastle Primary is a fully inclusive school. We ensure that all pupils are supported to reach their full potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. In addition to a SENCO (Special Educational Needs Co-ordinator) we work very closely with various professionals from a wide range of outside agencies. This information is general; each child is an individual and will receive unique and appropriate provision and resources.

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

For all children at Milecastle Primary School who have an additional need we:

- value and recognise the expert role families play in their children's lives and work closely in partnership with them to meet the needs of individuals
- we use Newcastle SEND Universally Available Provision guidance to support provision
- support our families with children with SEN, formally through review meetings and informally through our 'open door' approach. Support is offered to families through our SEN and welfare team. We are able to signpost to services and other organisations which may offer appropriate input or advice via the Local Offer. (see link to Newcastle Local Offer)
- seek support and advice from outside agencies such as: SENDOS (Special Educational Needs and Disability Outreach Service), Community Paediatrics, CYPS (Children And Young People's Services), Speech and Language Therapy, Educational Psychology Service and Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service etc. to ensure any barriers to success are fully identified and addressed
- deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress
- ensure that our school activities and trips are accessible to all our SEN pupils
- evaluate activities in terms of their positive impact on learning success and inclusion of children with SEN
- deploy support staff in school where they are needed to promote pupil progress and independence
- use strategies to reduce anxiety/promote emotional well-being
- we operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENCO
- use pupil friendly Support Plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them
- hold thrice yearly review meetings with families for children with SEN and key staff members to involve them in writing, implementing and reviewing Support Plans
- provide on-going SEN training and information for teaching and support staff in order to meet pupils' needs
- access arrangements are considered for internal and external assessments.
- liaise closely with other schools at transition times to ensure that SEND pupil information is clearly communicated so that the move to the next school is as smooth as possible.

Specific provision is also provided for the different areas of need. The following tables explain the details of this support.

Type of SEN	Support/Provision/Staff Expertise
Communication and Interaction This may include: • Autism Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN)	• We use whole class and individual visual timetables to support pupils to understand what will happen and when. • Areas of classroom are clearly defined and labelled. • We can offer support and supervision at unstructured times of the day e.g. playtime, lunchtime when appropriate, or during times of stress and anxiety. • We have available areas with reduced distraction and low stimulus and use workstations. • We use social stories to help children learn how to approach different social situations. • We spend time with children helping them to identify situations that cause anxiety and finding ways to relieve this e.g. use of a 'fiddle toy', time out and time to chat to an identified and familiar adult. • We use strategies/programmes to support speech and language development in partnership with relevant agencies, including following programmes of work provided by outside specialists such as speech and language therapists.

	• We would endeavour to provide 1:1 support (if appropriate and possible).
	• We make use of ICT (Information Communication Technology) where appropriate e.g. the use of iPads.
	• We use resources to support pupils with Speech and Language difficulties e.g. word banks, visual prompts.
	• Staff are trained in Making Sense of Autism from the Autism Education Trust (AET) and we seek advice and further training from outside agencies and outreach programmes.
	• Individual staff members have basic Makaton training.
	• We can use (where appropriate) individualised rewards systems to promote learning and enhance self-esteem.

Type of SEN	Support/Provision/Staff Expertise
Cognition and Learning Needs This may include: • Learning Difficulties (Moderate - MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)	• We use strategies to promote and develop literacy and mathematical skills with increasing independence. • We use additional small group support in class from the class teacher and teaching assistant (where available). • We support access to the curriculum and to develop the skills for independent learning e.g. through changes to classroom environments, use of ICT, use of support staff, specific interventions etc. • We use small group and 1:1 targeted intervention programmes to improve skills in a variety of learning including literacy and numeracy e.g. 'Dyslexia Gold, 'Sounds-Write'. • We use support materials and resources e.g. Numicon, dienes, place value counters. • We provide table top resources to promote independence and ensure that learning is multi-sensory and practical. • We provide resources to support children with specific needs e.g. coloured overlays and reading rulers to help reading for our dyslexic children, or word banks to support spelling. • We make use of ICT where appropriate e.g. iPads and sound buttons. • Use programs such as 'Clicker' • We provide opportunities for repetition of key learning. • We provide additional thinking/processing time for responding to questions, completing tasks, sharing ideas.

Type of SEN	Support/Provision/Staff Expertise
Social, Emotional and Mental Health Needs This may include: • Mental Health Condition • Social Difficulties • Emotional Difficulties	• The school provides excellent pastoral care for all pupils. • We seek the support and advice of outside agencies including the School Health Team/or Children and Young People's Service (CYPS) and SEMH Team. Parents are consulted about any referrals. • School behaviour and relationship policy focuses on helping children make right choices supported by three clear rules. • We run small groups and 1:1 sessions focussing on emotional understanding using programmes such as 'The Zones of Regulation' and Melva resources. • We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe. • We complete Risk Assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. • We would endeavour to provide 1:1 nurture sessions for vulnerable children if appropriate. • We put in place short-term support for children with a specific emotional need e.g., bereavement or separation. • Staff are trained in positive handling.

Type of SEN	Support/Provision/Staff Expertise
Sensory and Physical Needs This may include: • Hearing/Visual Impairment (HI/VI) • Physical Disabilities • Multi- sensory Impairment • Medical Needs	• We seek advice and guidance from School Health and other health professionals for pupils with significant medical needs. • We run targeted intervention to improve children's skills e.g. gross and fine motor skills. • We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team. • We use strategies and programmes of work from the Occupational Therapy Service when provided for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school. This includes 1:1 support as and when required. • We use physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors. • We provide additional handwriting support through targeted intervention programmes. • We use alternative ways of recording ideas/writing/investigations where necessary. • When appropriate we use ICT to enhance access to the curriculum. • We make every effort to be as accessible as possible, for example, school has disabled toilets and a shower. (Accessibility Plan) • School has an induction hearing loop. • Our school staff understand and apply the Managing the Education in school of Children with Medical Needs Policy (including the administration of medication see Policy). • Designated first aid trained staff, including paediatric first aid.

Parents can also contact their local **Newcastle Special Education Needs and Disabilities Information, Advice and Support Service (SENDIASS)** for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 211 6255 or by email:

SENDIASSadmin@newcastle.gov.uk

If you have any concerns about your child's learning or well-being please come into school. We shall be very happy to discuss your concerns and work with you as we seek to support your child in school.

Please email: Mrs S Richardson or Mrs K Chirnside (SENCO):

admin@milecastle.newcastle.sch.uk

or telephone 0191 267 4510