



## 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
- The steps school have taken to prevent pupils with SEND from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEND (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 SEND:**

- 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
- use Newcastle SEND Universally Available Provision guidance to support provision
- support our families with children with SEND, formally through review meetings and informally through our 'open door' approach. Support is offered to families through our SEND 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, ASK Psychology, 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 SEND pupils
- evaluate activities in terms of their positive impact on learning success and inclusion of children with SEND
- 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 SEND and key staff members to involve them in writing, implementing and reviewing Support Plans
- provide on-going SEND 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
<p data-bbox="204 504 767 539"><b>Communication and Interaction</b></p> <p data-bbox="336 607 635 642">This may include:</p> <ul data-bbox="213 707 783 831" style="list-style-type: none"> <li data-bbox="213 707 783 743">• Autism Spectrum Disorders (ASD)</li> <li data-bbox="213 752 783 831">• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul data-bbox="852 504 1445 1955" style="list-style-type: none"> <li data-bbox="852 504 1445 667">• We use whole class and individual visual timetables to support pupils to understand what will happen and when.</li> <li data-bbox="852 676 1445 754">• Areas of classroom are clearly defined and labelled.</li> <li data-bbox="852 763 1445 1021">• 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.</li> <li data-bbox="852 1030 1445 1153">• We have available areas with reduced distraction and low stimulus and use workstations.</li> <li data-bbox="852 1162 1445 1285">• We use social stories to help children learn how to approach different social situations.</li> <li data-bbox="852 1294 1445 1597">• 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.</li> <li data-bbox="852 1606 1445 1955">• 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.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• We would endeavour to provide 1:1 support (if appropriate, funded and possible).</li><li>• We make use of ICT (Information Communication Technology) where appropriate e.g. the use of iPads.</li><li>• We use resources to support pupils with Speech and Language difficulties e.g. word banks, visual prompts.</li><li>• Staff are trained in Making Sense of Autism from the Autism Education Trust (AET) and Good Autism Practice and we seek advice and further training from outside agencies and outreach programmes.</li><li>• Individual staff members have basic Makaton training.</li><li>• We can use (where appropriate) individualised rewards systems to promote learning and enhance self-esteem.</li></ul> |
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Type of SEN	Support/Provision/Staff Expertise
<p data-bbox="252 192 788 237"><b>Cognition and Learning Needs</b></p> <p data-bbox="370 293 671 338">This may include:</p> <ul data-bbox="217 400 847 600" style="list-style-type: none"> <li data-bbox="217 400 847 495">• Learning Difficulties (Moderate - MLD)</li> <li data-bbox="217 506 847 600">• Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)</li> </ul>	<ul data-bbox="919 192 1485 2013" style="list-style-type: none"> <li data-bbox="919 192 1485 309">• We use strategies to promote and develop literacy and mathematical skills with increasing independence.</li> <li data-bbox="919 320 1485 465">• We use additional small group support in class from the class teacher and teaching assistant (where available).</li> <li data-bbox="919 477 1485 757">• 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.</li> <li data-bbox="919 768 1485 1003">• 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'.</li> <li data-bbox="919 1014 1485 1131">• We use support materials and resources e.g. Numicon, dienes, place value counters.</li> <li data-bbox="919 1142 1485 1288">• We provide table top resources to promote independence and ensure that learning is multi-sensory and practical.</li> <li data-bbox="919 1299 1485 1534">• 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.</li> <li data-bbox="919 1545 1485 1662">• We make use of ICT where appropriate e.g. iPads and sound buttons.</li> <li data-bbox="919 1673 1485 1697">• Use programs such as 'Clicker'</li> <li data-bbox="919 1709 1485 1776">• We provide opportunities for repetition of key learning.</li> <li data-bbox="919 1787 1485 1933">• We provide additional thinking/processing time for responding to questions, completing tasks, sharing ideas.</li> <li data-bbox="919 1944 1485 2013">• We use adaptive teaching strategies</li> </ul>

Type of SEN	Support/Provision/Staff Expertise
<p data-bbox="188 159 853 248"><b>Social, Emotional and Mental Health Needs</b></p> <p data-bbox="371 309 671 349">This may include:</p> <ul data-bbox="213 412 687 555" style="list-style-type: none"> <li data-bbox="213 412 687 452">• Mental Health Condition</li> <li data-bbox="213 463 687 504">• Social Difficulties</li> <li data-bbox="213 515 687 555">• Emotional Difficulties</li> </ul>	<ul data-bbox="898 203 1490 1966" style="list-style-type: none"> <li data-bbox="898 203 1490 286">• The school provides excellent pastoral care for all pupils.</li> <li data-bbox="898 293 1490 595">• 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 as well as the LA SEMH Team. Parents are consulted about any referrals.</li> <li data-bbox="898 602 1490 815">• School Behaviour and Relationship policy focuses on helping children make right choices supported by three clear rules and The Milecastle Way.</li> <li data-bbox="898 822 1490 994">• We run small groups and 1:1 sessions focussing on emotional understanding using programmes such as 'The Zones of Regulation'.</li> <li data-bbox="898 1001 1490 1173">• We create behaviour management plans where necessary to ensure children can access the curriculum and all children remain safe.</li> <li data-bbox="898 1180 1490 1352">• We complete Risk Assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities.</li> <li data-bbox="898 1359 1490 1487">• We would endeavour to provide 1:1 nurture sessions for vulnerable children if appropriate.</li> <li data-bbox="898 1494 1490 1666">• We put in place short-term support for children with a specific emotional need e.g., bereavement or separation.</li> <li data-bbox="898 1673 1490 1756">• Staff are trained in positive handling.</li> <li data-bbox="898 1762 1490 1803">• Staff are trained in EBSNA</li> <li data-bbox="898 1809 1490 1892">• We use Lego Therapy (as appropriate)</li> <li data-bbox="898 1899 1490 1966">• We use whole class and targeted movement breaks.</li> </ul>

Type of SEN	Support/Provision/Staff Expertise
<p data-bbox="233 315 743 353"><b>Sensory and Physical Needs</b></p> <p data-bbox="209 409 464 443">This may include:</p> <ul data-bbox="256 454 711 667" style="list-style-type: none"> <li data-bbox="256 454 711 533">• Hearing/Visual Impairment (HI/VI)</li> <li data-bbox="256 544 600 577">• Physical Disabilities</li> <li data-bbox="256 589 711 622">• Multi- sensory Impairment</li> <li data-bbox="256 633 523 667">• Medical Needs</li> </ul>	<ul data-bbox="799 315 1474 2004" style="list-style-type: none"> <li data-bbox="799 315 1474 432">• We seek advice and guidance from School Health and other health professionals for pupils with significant medical needs.</li> <li data-bbox="799 443 1474 560">• We run targeted intervention to improve children's skills e.g. gross and fine motor skills.</li> <li data-bbox="799 571 1474 687">• We request and act upon advice and guidance from the Newcastle Children's Vision Team and Hearing Impairment Team.</li> <li data-bbox="799 698 1474 990">• 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.</li> <li data-bbox="799 1001 1474 1158">• We use physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors.</li> <li data-bbox="799 1169 1474 1285">• We provide additional handwriting support through targeted intervention programmes.</li> <li data-bbox="799 1296 1474 1413">• We use alternative ways of recording ideas/writing/investigations where necessary.</li> <li data-bbox="799 1424 1474 1496">• When appropriate we use ICT to enhance access to the curriculum.</li> <li data-bbox="799 1507 1474 1664">• We make every effort to be as accessible as possible, for example, school has disabled toilets and a shower. (Accessibility Plan)</li> <li data-bbox="799 1675 1369 1709">• School has an induction hearing loop.</li> <li data-bbox="799 1720 1474 1921">• 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).</li> <li data-bbox="799 1933 1345 2004">• Designated first aid trained staff, including paediatric first aid.</li> </ul>

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](mailto: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 (SENCO):

[admin@milecastle.newcastle.sch.uk](mailto:admin@milecastle.newcastle.sch.uk)

or telephone 0191 267 4510