

**SEND Information Report Guidelines**

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.

**This report should be written with the parent / carer audience in mind. It will be shared with governors and it should also be shared with staff.**

**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)**

**Rationale – this should reflect your school:**

**For example:**

School A is a fully inclusive school. We ensure that all pupils are supported to reach their 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. The SENCO (Special Educational Needs Co-ordinator) works closely with various professionals from a wide range of outside agencies. School also employ a counsellor to support pupils with emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

Parents can also contact their local **Newcastle Special Educational 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 2116255 or by email: sarah.francis@newcastle.gov.uk

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| **For all pupils with SEND:*** We use pupil centred SEND 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.
* We use Newcastle Universally Available Provision to support provision.
* We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual education plans.
* We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
* We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
* We operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENCO.
* All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
* We use strategies to reduce anxiety/ promote emotional well-being.
* We ensure that our school activities and trips are accessible to all our SEND pupils.
* Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
* Access arrangements considered for internal and external assessments
* All staff have completed and continued to receive, on-going training in relation to meeting pupils’ needs in the classroom.
* Support is offered to families, and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
* We offer support to all pupils and families during all periods of transition
* We 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.
* We work in partnership with families to meet the needs of individual pupils.
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| **Types of SEND**  | **Support/provision/ staff expertise**  |
| **Communication and Interaction**This may include* Autism
* Speech, Language and Communication Needs (SLCN)
 | * Visual timetables to support pupils to understand what will happen and when
* Areas of classroom are clearly defined and labelled
* Support during times of stress or anxiety
* Areas of low distraction / individual workstations
* Social skills support through small group intervention

e.g: social stories, Lego therapy or equivalent* Use of ICT where possible to reduce barriers to learning
* Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate
* Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts
* Opportunity to communicate in various ways e.g. communication books, Makaton, PECS
* Small group or one-to-one support for developing pupil’s speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists
* Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space
* Use of individualised reward systems to promote learning and enhance self-esteem
* Vocational courses e.g. ASDAN, COPE
* Strategies to reduce anxiety e.g. 5-point scale
* Relevant staff qualifications
* Advice / training from outside agencies
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| **Cognition and Learning Needs**This may include;* Learning Difficulties (Moderate – MLD)
* Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)
 | * Strategies to promote and develop learning skills with increasing independence
* Additional small group support in class from the class teacher and support staff
* Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths.
* Small group daily phonics teaching for pupils at their level of phonic acquisition
* Use of ICT to support and evidence learning in a variety of ways.
* Readily available resources, visuals and manipulatives to promote independence
* Opportunities for pre teaching and revisiting key learning e.g. through Precision Teaching approaches
* Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
* Vocational courses e.g. ASDAN, COPE
* Strategies to reduce anxiety e.g. 5-point scale
* Multi-agency involvement with the family as required
* Advice and support from outside agencies.
* Support for homework through in- school clubs and /or breakfast / after school clubs.
* Accessible and personalised homework where required.
* Relevant staff qualifications
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| **Social, Emotional and Mental Health Difficulties**This may include;* Social difficulties
* Mental health conditions
* Emotional difficulties
 | * Behaviour policy is implemented with reasonable adjusted where required
* Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
* Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS, SEND ASAP)
* Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. Colour Monsters (EY/KS1), Zones of Regulation, Counselling service, member of staff for support/ mentoring
* Additional assessments that focus on emotional development
* Lego based therapy or equivalent/ Art therapy
* Vocational courses e.g. ASDAN, COPE
* Strategies to reduce anxiety e.g. 5 point scale, Zones of Regulation, PACE
* Residential trips which help to develop social, emotional and behavioural resilience and promote independence
* Staff trained in positive handling
* Relevant staff qualifications
* Advice / training from outside agencies
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| **Sensory and/or Physical Needs**This may include:* Hearing impairment (HI)
* Visual impairment (VI)
* Multi-sensory impairment (MSI)
* Physical Disabilities
* Medical Needs
 | * Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty
* Support with personal and intimate care, if and when needed
* We make every effort to be as accessible as possible, for example, disabled toilet facilities, accessible ramp into KS2 if required. (See Accessibility Plan)
* Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)
* One-to-one support for gross and fine motor skills in the classroom as and when required
* Movement breaks for pupils with motor coordination difficulties as and when required
* Alternative ways of recording ideas/writing/investigations
* Adjustments to physical environment and resources where appropriate
* Relevant staff qualifications
* Advice / training from outside agencies
* Personal emergency evacuation plan (PEEP) in place where required
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