



'Together we Grow'



Emmaville SEND Information Report

Reviewed and updated in October 2023

Welcome to Emmaville's SEND Information Report, which is part of Gateshead Council's Local Offer for children and young people with Special Educational Needs and Disabilities.

At Emmaville Primary School, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide educational experiences for all pupils, including those with a special educational need or disability.

We are committed to inclusion. We endeavour to make every effort to achieve maximum inclusion for all pupils whilst meeting their individual needs. We aim to engender a sense of community and belonging, and to offer new opportunities for children who may have experienced previous difficulties. This does not mean that we will treat all children in the same way, but that we will respond to children in ways which take account of their varied life experiences and needs.

We continually strive to stay 'ahead of the game' and use National and Local evidence-based research to inform our practice (e.g. Education Endowment Foundation - Sutton Trust Toolkit, Lego Therapy, HINT Tool Kit and surgeries, SEND team strategies and advice,). This ensures that assessments, interventions and strategies used are current, efficient and effective. Work with schools in our local district enables us to share knowledge and resources helping us to support all children, including those with special educational needs, to the best of our ability.

At Emmaville Primary School we ensure that all pupils, regardless of their specific needs make the best possible progress.

Roles and Responsibilities

Avril Armstrong is the appointed Designated Teacher for Looked After Children, she is supported in this work by Maggie McKenna and Beth McPherson.

Deborah Mackay is the Special Needs Coordinator and she ensures that all of the teachers and teaching assistants in school understand the implications for those children who are looked after and have SEND.

Contacts

The following are the main contacts for Special Educational Needs and Disability at Emmaville Primary School:

Avril Armstrong is the Headteacher, and Designated Lead for looked after children.

Deborah Mackay is the Special Needs Coordinator. Avril Armstrong supports Deborah Mackay in her role as SENCO.

Kate Henderson is the school's designated SEND Governor.

Councillor Kathryn Henderson is the school's designated Child Protection and Looked after Children's Governor.

Should you wish to contact any of the above then please call the school office on 0191 4132460.

Types of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In other words, if they require a curriculum/ support that is significantly different or additional to their peers.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or;

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, page 4)*

The SEN Code of Practice 2015 identifies two categories of SEN: SEN Support and SEN with an Educational Health care Plan (EHCP).

The school uses the following definition of SEN Support to identify pupils with SEN who should be recorded as such on the school census:

SEN support is intensive and personalised intervention, which is required to enable the child to be engaged in learning. It will usually involve significant amounts of resource from the educational setting. Each child identified as requiring SEN support will have outcomes which have been agreed through a process of collaboration and discussion with school, parents and other professional services as appropriate. A personalised programme of support will be devised and be reviewed and adjusted termly with parental involvement.

Definition of disability

Some children and young people who have SEN may also have a disability under the Equality Act 2010 - that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, page 5)

The Code of Practice (2015) recognise four broad areas of SEND, these are:

Communication and Interaction

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

Cognition and Learning

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Needs

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

Sensory and/or Physical Difficulties

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties

At Emmaville we have pupils who have needs in all four areas.

Statement of Intent for Supporting Equality

At Emmaville we are committed to equality and we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. We aim for every pupil to fulfil their potential no matter what their needs.

Our school is committed to anti-discriminatory practice, to promote equality of opportunity and to value diversity for all children and families.

We recognise that these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with disabilities, and the Human Rights Act 1998.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by eight principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity or orientation.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experiences, outlook and background, and in the kinds of barrier and disadvantages which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men are recognised
- religion, belief or faith background
- sexual identity or orientation.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, practices and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

Principle 8: We base our practices on sound evidence

We maintain a quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

We recognise that the actions resulting from a policy statement such as this are what makes a difference. We keep our equality objectives under review.

Emmaville Primary School prides itself on being very inclusive and we will endeavour to support every child regardless of their level of need. All pupils will follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications may be implemented.

Admission

The Governing Body believes that the admission criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the April 2015 Code of Practice.

We are therefore committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask that parents discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the Local Authority or other agencies may be requested to ensure that the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the schools' admission booklet produced by Gateshead Council.

Applying for a school place if your child has an Education Health and Care Plan (EHCP) or Single Plan as it is sometimes referred to

Children and young people with an EHCP or Single Plan follow a different admission and transfer process for a new school. Decisions about admission into a school for children with an EHCP are taken by Gateshead Council in consultation with parents and school. Parents have the right to request a particular school and this will be considered along with information about the child's specific needs that has been provided in their Education Health Care Plan.

Agencies and Partnership at Emmaville

Parent Partnership

At Emmaville we actively seek the involvement of parents/carers and other bodies to educate and meet the needs of children with SEND, this includes external agencies and initiatives.

We are committed to working with parents and carers to identify their children's needs and support requirements. Parents and carers will be involved throughout the process. We believe that a close and strong partnership with parents will enable children to progress. This partnership is crucial for a child with SEND in order for them to achieve their potential. Parents have a key role to play in the partnership between home and school, as they have an exclusive overview of their child's needs.

If at any time parents have concerns about their child's development, progress or attainment, then they should either speak with their child's class teacher, or arrange an appointment with Deborah Mackay, the school's SENDCo. Whilst we have three Parent's Evenings throughout the school year, we advise you not to wait for these

appointments to communicate concerns that you may have. Likewise, we would not wait for the termly Parents' Evening to communicate concerns with parents.

Together with school personnel, parents can agree the support and provision needed for their child. The school will make available, to all parents of pupils with SEND, details of the Parent Partnership Service available through the Local Authority.

Additional support from external agencies

We recognise that often school leaders and teachers do not have all of the necessary answers. It is then our responsibility to involve external agencies with wider levels of knowledge, expertise and experience that we can draw upon to support SEND children, no matter how complex their needs may be. These close working relationships with the numerous external support agencies, are extremely beneficial to children with special educational needs.

Each year children with a wide range of SEND attend our school and we continually strive to cater for their unique needs and ensure they develop a range of skills during their time with us. As a result, we have built relationships with a network of external agencies who we can consult with and who offer support to children and staff respectively. The school currently works with the following external agencies:

- HINT - High Incident Needs Team
- LINT - Low Incident Needs Team
- SALT - Speech and Language Therapy
- OT - Occupational Therapy
- Physiotherapists
- CYPS - Children and Young People's Service
- Educational Psychologists from within the authority
- EYAIT - Early Years Assessment and Intervention Team
- Health Visitors and School Nurses
- Paediatricians
- Charities that support SEND e.g. The Toby Henderson Trust
- Early Help Professionals
- Social Workers
- Counselling Services including Kalmer Counselling who are employed by school

To access support from any of the above agencies, it is essential that we communicate effectively with parents/carers. Before a referral can be made to an external agency, we must seek the consent from parents and they must sign a parental consent form.

In addition to the above, we feel that the provision for special educational needs at Emmaville benefits from the close links we have with other schools by the sharing of good practice, which makes the transition between phases as smooth as possible for the pupils.

Role of the SENCo

The SENCo should:

- Oversee the day-to-day operation of the school's SEND policy
- Ensure that the school keeps the records of all SEND pupils up to date
- Liaise with parents/carers of pupils with SEND
- Ensure that the right support is put in place for pupils with SEND
- Advise teachers and teaching assistants on how to support pupils with SEND
- Arrange training for staff so that they understand the various needs of pupils
- Liaise with and be a key point of contact for external agencies
- Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
- Work with the school governors to ensure that the school meets its statutory duties as well as responsibilities with regard to reasonable adjustments and access arrangements for pupils with SEND

The Governing Body and the staff at Emmaville Primary School are committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Headteacher will report termly to the governors upon the quality of education provided for and the achievement of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching by Senior Leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND

- Success rates of individual and group support plans
- Success rates in respect of Education, Health and Care Plan short- and long-term outcomes
- Scrutiny of teacher's planning and pupil's work
- Success of planned interventions
- The views of parents, carers and pupils
- Maintenance of assessment records that illustrate progress over time
- Pupil progress meetings
- Regular Monitoring by the SEND Governor

Identifying and Assessing Children with Special Educational Needs

At Emmaville there are a number of ways in which children are identified as having special educational needs.

The first step in identifying children who have additional needs is through quality first teaching, using the approach of assess, plan, do and review. A collaborative approach throughout this process with parents/carers is paramount.

Pupil assessment is an on-going process and forms an essential part of teaching and learning as it is designed to promote the raising of achievement. At Emmaville we monitor the progress of pupils on a daily basis.

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. The earlier a special educational need is identified, the more likely that outcomes will improve for children. We liaise with all school staff and any external agencies such as Health Visitors or members of the School Nursing Team, and we use information collated from any assessments starting with the 2-year-old development check. Full use is made of information passed to the school when a child transfers in to our nursery/school.

Discussions with parents is invaluable in assessing the needs of individuals. This information, coupled with ongoing teacher observations and assessments, helps us to build up a picture of the child's strengths and areas for development.

Progress against the Early Learning Goals in the Foundation Stage is another method of identifying children with SEND. Foundation Stage use additional assessment information to assess and support the children in their care e.g., Jungle Journeys motor skills development, Nuffield Early Language Intervention, Zippy PSHE program.

Pupil Progress meetings take place each term in school, and this is an excellent opportunity for key members of staff to monitor the progress of pupils, using

progress against English and Maths objectives as well as results from the Year 1 Phonics Check and end of Key Stage 2 SATs test results. Other forms of assessment also help staff to monitor pupils' progress in all areas of the curriculum.

The RWI phonics programme includes a systematic assessment procedure to measure progress. This is supplemented by an Early Phonics Screen to identify where children's phonological development is breaking down so appropriate intervention can be put in place.

Pupil Progress meetings are an excellent opportunity for school professionals to discuss individual pupil progress. All information gathered helps us to set targets, to use appropriate interventions tailored to the needs of the child, to make sure that strategies are being used to keep children's learning at a constant and measurable pace, and to ensure that teaching is effective.

At the meetings we also discuss pupils' health and wellbeing, so that we support the whole child.

If it seems that any child may have special educational needs, the child's class teacher will raise concerns with the SENCo and will assess:

- what the child is good at and what they need help with
- what the child will benefit from learning
- how best to help the child

Once provision is identified, time is allocated to individuals or groups to best suit their learning style, ability and need. This is then monitored and can be changed once the impact is assessed.

Types of special educational needs at Emmaville

In our school, we educate children with a variety of additional needs. These are:

- those who present with Autistic Spectrum Condition
- those who present with Attention Deficit Disorder
- those who present with Dyspraxia (problems with motor skills and organisation)
- those who present with Dyscalculia (difficulties with number work)
- those who present with Dyslexia (difficulties with reading, writing and spelling)
- those with Developmental Language Disorder
- those with Speech and Language needs

- those with Moderate Learning Difficulties
- those children with Hearing and Sight Impairments
- those children with Complex Physical Disabilities
- those children with Attachment Disorders
- those children with Behavioural Difficulties
- those children with Emotional and Social needs

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At Emmaville, we currently have 13 children who have an Educational Health Care Plan, 2 awaiting a decision from an EHCP request and 2 children who are currently being assessed by the Educational Psychologist with a view to requesting an EHCP. We also have three children with a Health Care Plan and a number of pupils who are monitored on the SEND register. We have experience of supporting children and young people with a range of needs. Deborah Mackay regularly updates the SEND register and she works with the staff and outside agencies to agree the relevant interventions to support the pupils.

The school provides data on the level and types of SEND need to the Local Authority. This is collected through the school census.

How we communicate with children with SEND and how we involve them in their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years.

How we support children with SEND

Supporting Learning and Development at Emmaville

During their school career, many children will face barriers to learning that will require support. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school.

Most children will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching.

At Emmaville we follow a graduated support approach that is called 'Assess, Plan, Do, Review.'

This means that we will:

- **Assess** a child's special educational needs, identifying gaps in progress. Parents will be asked to contribute to the assessment; their contribution is invaluable. Where appropriate, professionals will help to inform the assessment;
- **Plan** the provision to meet a child's needs, aspirations and agreed outcomes;
- **Do** put the provision in place to meet those outcomes. The class teacher and teaching assistants will be responsible for working with the pupils on a daily basis and will have responsibility for the progress and outcomes;
- **Review** the support and progress, which will be reviewed by the class teacher, teaching assistants and the SENDCo;

As part of this approach, we will produce a SEN support plan that describes the provision that we will put in place to meet a child's special educational needs and agreed outcomes. Parents and carers will be involved in this process.

There are a variety of levels of support that we offer the children at Emmaville. Therefore, a child's support plan may include:

- the way in which the lessons are planned and delivered to individual children so that we can promote their learning and progress;
- adapting, matching the activities to the ability/needs of the child;
- pastoral help;
- provision of areas with reduced levels of distraction and low stimulus;
- use of visual timetables to support children to understand what will happen and when;
- use of social stories, comic strip conversations and power cards to help children learn how to approach different social situations;
- adapting learning materials such as worksheets, books and activities to suit the needs of individual children;
- activities/interventions recommended by a specialist, such as a HINT, CYPS, Occupational Therapists, Physiotherapists, External Psychologists, Adoption Agencies, Social Workers, Early Help, Health Professionals and Gateshead Educational Psychologist whose service we buy into;
- the use of specialised resources which are either provided by the school or provided by external agencies;

- small group or one-to-one interventions/support in class by either a teacher or a teaching assistant;
- strategies to promote positive behaviour that include clearly defined rewards and sanctions;
- counselling sessions to offer support to children with social, emotional and mental health needs;
- withdrawal sessions that are used judiciously to support pupils carefully with specific academic, physical, behavioural, social and emotional difficulties. Withdrawal sessions are timetabled in discussion with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure that all curriculum needs are met.

When gaps in children's learning have been identified, they are then afforded additional support either within or outside of the whole class environment. This support will most likely be offered to the children by one of the teaching assistants employed by the school. The school currently employs 22 teaching assistants, some of whom support children with additional needs.

Variations of this type of support include a range of interventions that children will be offered to address these gaps in learning. The following interventions may be offered:

- Additional phonics sessions
- Phonological development sessions
- Additional one-to-one reading sessions
- Lexia reading programme
- Accelerated Reader sessions
- Toe by Toe
- Precision teaching
- Colourful Semantics
- Alphabet Arc
- Consolidation of specific skills
- First Class at number
- My Maths
- Times Table Rock Stars
- Spelling Shed
- Write from the Start programme

- Teuderescue handwriting
- Sensory Circuits
- Active learning programmes
- Dough Disco
- Fine and gross motor programmes such as Jungle Journey
- Relax Kids
- Lego Therapy
- ELSA group work
- Mindfulness and Somatic Quietening Activities
- Use of sensory resources provided in the Rainbow Room
- Specialised ICT programmes
- Talk Boost
- Zippy - Social and Emotional Learning Programme 5-7

In addition to the statutory curriculum, pupils at Emmaville are offered a range of enrichment activities. These include a range of musical, drama, dance, creative and sporting activities. Pupils with SEND are actively encouraged and supported to participate in these activities.

As a school, we are caring and compassionate. We recognise that children with additional behavioural, social and emotional needs may find school challenging. Whilst we afford all children the opportunity to make choices, we appreciate that some may need extra support in choosing the right path. We offer Cosy Café where children are able to eat in the classroom or in quiet areas of school to avoid the noise and business of the school hall which can be overwhelming for some SEND children.

Education, Health and Care Plan

A small percentage of children and young people with significant learning difficulties may need an assessment that could lead to an Education, Health and Care Plan.

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not met expected progress, the school or parents will consider requesting an Education, Health and Care assessment. School will provide the Local Authority with evidence of the action taken as part of the SEN support. Parents or carers, the school and a range of professionals will be asked to provide written reports. This is a very detailed assessment of a child's needs. At the end of the assessment phase, the Local Authority will decide whether or not to

issue an EHCP. Statutory Assessment is only appropriate for a small number of children.

Those children who have had their needs assessed through the statutory assessment process, and for whom an EHCP has been agreed, will be clearly identified and their needs reviewed through the annual review process.

Medical/Disability

For some children with medical needs or a disability, school will work with both parents/carers as well as staff from Health, to provide specifically tailored support in order to facilitate safe inclusion to school life. This may include:

- detailed care plans
- risk assessments
- reasonable adjustments to the school environment
- the purchase of specialised resources
- medical training for staff.

Transition

At Emmaville Primary School, we know how important a successful transition is to all of our children. That is why we carefully plan for all stages of transition, both within school, year to year, as pupils' progress from Key Stages and as pupils enter and leave Emmaville.

Year Group Transition

One of the most challenging points of the year for children can be moving to the next year group. In the summer term before the children transfer to their new class, we arrange a 'Step up Morning'. This transition event is when children have the opportunity to spend the morning with the teacher who will be teaching them in the autumn term. They will spend the morning familiarising themselves with their new classroom and getting to know their class teacher. The organisation of transition for SEND children is an extension of this system.

We provide extra visits for those who we feel will benefit from an enhanced transition. The period of transition depends upon the individual needs of the pupil. The staff at Emmaville will work closely with parents and where appropriate provide additional support to ensure a smooth transition, whether that being as a child starts nursery or school, or as they move between year groups. This can be through extra visits, social stories, or the use of transition booklets that the child has been

involved in making with the teaching assistant who supports them. An end of year meeting between teachers ensures that there is comprehensive handover of information about the child. This ensure continuity of provision and that the needs, support, strategies, interventions and resources are understood. This is supported by the SENDCo where appropriate.

We recognise that transitions can be difficult for children with SEND and take steps to ensure that any transition is as smooth as possible.

If a pupil with additional needs transfers to us from another school or from another provider, we will endeavour to visit them in their current setting. This gives us an opportunity to see what support the pupil currently receives and how we can best meet their needs at Emmaville. The SENDCo at Emmaville will also discuss the child's needs with the SENDCo from the current school, as well as learning about the child from the pupil's parents. All SEND records will be transferred to Emmaville once the child is on the school's register.

Moving on to Secondary School

The final part of a child's transition involving Emmaville School is when children move on to the next phase of their education. We work with dedicated staff from local Secondary Schools who visit our school and liaise with Emmaville staff to ensure that information about individual children can be shared and appropriate provision made.

Time is given over explicitly for transition workers to spend time with children and for information to be shared concerning their SEND. Extra visits are arranged for the children as well as meetings for parents to meet the SENDCo of the feeder schools. If it is felt appropriate, our secondary colleagues may be invited to attend annual review meetings. Where appropriate we liaise closely with Specialist Secondary provision to support children moving from mainstream into specialist education.

Finance

With the new arrangements for Special Educational Needs and Disabilities (SEND) there is a call for greater transparency regarding how schools fund support for children with identified needs.

Gateshead Council has a funding formula that is applied to all schools across the locality to determine their specific SEND funding. This 'notional budget' is used to help provide appropriate support for children with additional needs and is prioritised to ensure progress can be made.

The funding may be used in a variety of different ways, such as funding intervention groups, purchasing resources and ensuring all provisions are accessible for all learners.

Accessibility and Review

Emmaville School is fully compliant with DDA requirements. Breakfast and After School provision, extra-curricular activities are accessible to all children, including those with SEND.

Where required, entrances to the school have fully accessible ramps, allowing for full access to wheelchair users.

Inside, we have access to disabled toilets, situated in the EYFS rooms, beside the school office and in the main body of the school building.

In the school car park, there are two disabled parking spaces.

The SEND information report will be reviewed annually, and published on the website. Hard copies of this information are available upon request from the School Office.

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