



## **Southridge First School Local Offer**

Southridge First School is a fully inclusive school who ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families on our local offer by:

- Holding annual and termly reviews with parents and carers.
- Through an annual Parental Questionnaire.
- Parent /teacher meetings
- Drop in sessions.

### **Supporting pupils with Special Educational Needs/Disabilities and their families.**

Children are identified as having special educational needs when their progress has slowed or stopped and the interventions put in place have not resulted in improvements.

We let families know about any concerns about a pupil's learning by :

- Talking to parents and carers if we think their child has a special educational need and let them know what special help the school is giving.
- Provide parents with our SEND 'Information for Parents' leaflet.
- Share identified IEP targets and talk to parents and carers on a regular basis to discuss progress towards the targets and set new ones.

When a pupil is identified as having special educational needs, we support their development and progress by:

- Ensuring the right support is put in place for the child.
- The SENCO will advise school staff on how to help the child.
- Arranging training for staff so they understand the child's needs.
- Work closely with parents and carers on a regular basis to talk about the child's needs and listen to any ideas or concerns parents and carers might have.
- Work with other professionals (if necessary) who may be able to help and support, e.g. speech and language therapist /medical professional/ educational psychologist.
- Continue to share identified IEP targets and talk to parents and carers on a regular basis to discuss progress towards the targets and set new ones. Your child's class teacher will find ways to support a child in class such as:
  - Changing the way lessons are planned and delivered
  - Matching activities to the ability / need of a child (differentiation)
  - Adapting learning materials such as worksheets, books and activities to suit a particular need.
- Providing small group support.

- The teacher will work in partnership with parents and carers and the SENCO to find ways to support a child's needs, including providing ideas on how they can help their child at home.

The other people/agencies and teams providing services to children with a special educational needs/disability in school include:

- Educational Psychology Service.
- Language and Communication Team
- Speech and Language Team
- Occupational Therapy Department
- CAMHS
- Dyslexia Service.
- Parent Partnership
- We have a strong liaison with a range of outside professionals to meet the needs of our children.

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of transition. We provide the following support to pupils when they are leaving our school:

- Close working relationship with local Middle Schools.
- Transition Statement Reviews are held in November where all agencies are invited plus SENCO and staff from the local middle schools.
- Transition Plans are put in place and shared with staff from both schools.
- Extra visits to their new school.
- Two statutory transition days to their new school in July.

Support staff are placed where they are needed throughout the school to ensure pupils progress, independence and value for money.

### **Staff training**

All staff have completed, and will continue to receive, ongoing training in relation to meeting pupil's needs within the classroom, including special educational needs and disabilities. Our fully qualified SENCO provides advice and guidance to staff.

### **Supporting families**

Support is offered to families and they are also signposted to services/organisations which may offer support and guidance where appropriate, via the Local Offer.

The school works in partnership with families to help them support their children's learning outside of school.

## **Further information**

Behavior and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupil's learning with special educational needs or disabilities.

Other useful documents such as our SEN Policy are also available on the school website.

The schools self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school related activities are evaluated in terms of their benefit to the learning and evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at Southridge First School then please do not hesitate to contact Mrs Myers ( SENCO ) directly on:0191 200 8709.



**School entitlement offer to pupils with special educational needs and disabilities.**

	<b>Support available in school.</b>
<p><b>Communication and Interaction needs:</b></p> <p>eg.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication needs</li> <li>• Social Communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Use of child friendly pupil profiles and needs based plans. We will involve pupils. Parents, carers and staff in the development , review and delivery of these documents.</li> <li>• Visual Timetables</li> <li>• Social Stories</li> <li>• 'Time to talk' and 'Socially Speaking' programme including strategies to enhance self esteem.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve their skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning wherever possible.</li> <li>• Strategies and programmes to support speech and language development are used.</li> <li>• Strategies to reduce anxiety and promote emotional wellbeing,</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>• Planning, assessment and review.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Support and supervision is put into place at unstructured times of the day.</li> </ul>
<p><b>Cognition and Learning needs:</b></p> <p>eg,</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Use of child friendly pupil profiles and needs based plans. We will involve pupils. Parents, carers and staff in the development , review and delivery of these documents.</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated curriculum and resources.</li> <li>• Strategies to promote and develop <b>Literacy and Numeracy</b> eg, Toe by Toe, Combined Spellings and Fast Track reading. Numbers Count, Numicon, Plus One and Power of Two.</li> <li>• Provision to support access to the curriculum and to develop independent reading.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas ie reading and spelling groups.</li> <li>• ICT is used to reduce barriers to learning wherever possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self evaluation process and termly tracking.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> </ul>
<p><b>Social, Mental and Emotional health</b></p> <p>eg.</p> <ul style="list-style-type: none"> <li>• Behavioural Needs</li> <li>• Social Needs</li> <li>• Mental Health Needs</li> <li>• Emotional Health and Wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos at Southridge First School values all pupils.</li> <li>• Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioral choices.</li> <li>• The schools behavior policy identifies where reasonable changes can be made to ensure the needs doe exclusion is kept to a minimum.</li> <li>• Risk assessments are used and action is taken to ensure the safety and inclusion of all pupils in all activities.</li> <li>• The school provides excellent pastoral care for all pupils.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> </ul>

	<ul style="list-style-type: none"> <li>• Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience ie Socially Speaking, Time to Talk and Circle of Friends.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• PSHCE covers all aspects of emotional and social development.</li> <li>• Staff are flexible in responding to issues as and when they arise.</li> <li>• Anti Bullying strategies are well established.</li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>eg,</p> <ul style="list-style-type: none"> <li>• Hearing and Visual Impairment.</li> <li>• Multi Sensory Impairment.</li> <li>• Physical and Medical Needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed.</li> <li>• ICT is used to reduce barriers to learning wherever possible and increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to strategies and programmes to support Occupation Therapy.</li> <li>• Support with Pastoral Care if needed.</li> <li>• The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> <li>• All entrances to the school have ramps fitted to allow wheelchair access.</li> <li>• The school has disabled toilet and facilities.</li> </ul>

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask you to come into school and discuss matters further with your child's class teacher and the SENCO.

Although school complaints procedures are in place and can be assessed through our website we would always hope to resolve any issues or concerns informally by working in partnerships with parents.

**NOTE:**

Parents can contact North Tyneside Parents Partnership Service for impartial information.

 03452000108

