



Archibald First School

Special Educational Needs Information



At Archibald First School, we aim to 'have fun and achieve excellence', nurturing:

Successful Learners Who...

- Are equipped with good basic skills in literacy and numeracy
- Are able to ask, enquire, process, reason and evaluate
- Know about events that shape our world (past and present)
- Are motivated learners who work to their potential
- Are able to evaluate performance and set own goals
- Are able to think for themselves and can make good choices and decisions
- Are independent life long learners
- Want to learn and have a 'thirst' for knowledge

Confident Individuals Who...

- Are able to think
- Have self confidence and high self-esteem
- Can contribute to their own well-being and the well-being of others
- Take responsibility for their own actions and understand consequences of behaviours
- Are willing to try new ideas

Responsible Citizens Who...

- Know how to lead and adopt a healthy, safe lifestyle
- Demonstrate empathy and respect
- Show an understanding and tolerance of different groups in society
- Know how to care for the environment
- Are well prepared for life

Archibald First School Mission Statement

Our mission statement is the back drop for all we do in school, including our work with our children with additional learning needs. This document gives families information about the variety of ways we ensure support for our children with special educational needs and disabilities (SEND) to achieve their potential. We provide a full range of educational and pastoral support to all, which results in our children with SEND making at least good progress.

The information here is general; each child is an individual and will receive unique provision and resources where necessary.

If you would like further information, or a chat, please contact our SENDCo, Mrs Angela Ward by email angela.ward@archibald.newcastle.sch.uk or phone on 0191 285 1957.





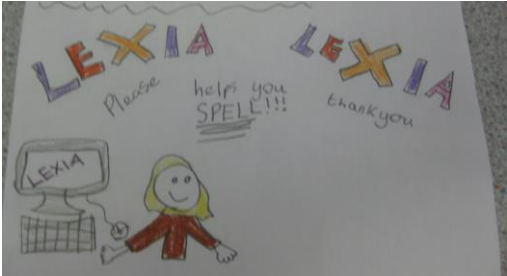
There are a number of reasons why a child may be identified as having SEND:

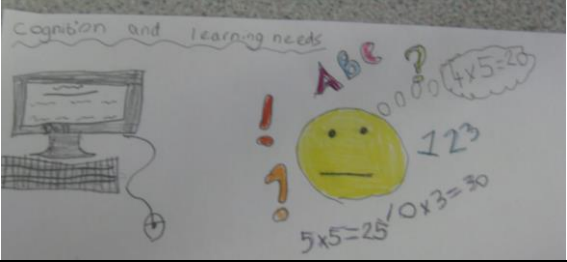

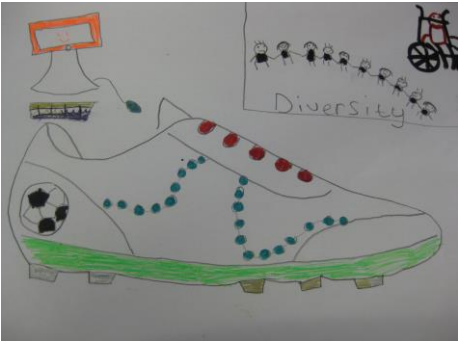

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.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

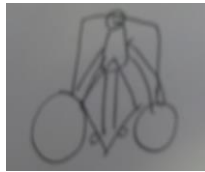
For all children at Archibald School who have an additional need we:

- Recognise that the family is the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ a fully qualified Special Educational Needs Co-ordinator (SENDCo) to lead on SEND provision across the school.
- Assess and review the learning (progress and achievement) of our SEND children, using that information to inform future planning and teaching.
- Provide teaching assistants in class who work with SEND children and also, importantly, support other children so that the teacher has more opportunities to work with the SEND children.
- Hold regular meetings for teaching assistants with the SENDCo, to review children, interventions and resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our “open door” approach. Families are also advised of other services and organisations which may offer further advice and support.
- Where appropriate, we involve children in reviewing targets on the IEPs and attending part of the review meetings.
- Seek advice from outside agencies to ensure each child’s needs are fully identified and understood and to learn from specialists how best to support our SEND children. **(Link: Outside Agencies/Parent links)**
- We evaluate intervention groups and strategies on a half-termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children.
- Ensure our school activities and trips, as far as is possible, are accessible to all our SEND children.
- Hold termly review meetings with families for children with a higher level of SEND.
- Provide on-going SEND training and information for teachers and teaching assistants
- Liaise closely with middle schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to middle school is as smooth as possible. **(Link: SEND Policy)**
- Extra visits to middle schools are arranged for children who need this to ensure a smooth transition. **(Link: SEND Policy)**

Specific provision is also provided for the different areas of need. The table below explains the detail of this support.

Type of SEN	Support provided in school
<p data-bbox="240 247 667 279">Communication and Interaction</p> <p data-bbox="233 289 673 321">Autism Spectrum Disorders (ASD)</p> <p data-bbox="155 327 751 359">Speech, Language and Communication Needs</p>  	<ul data-bbox="862 254 1474 1381" style="list-style-type: none"> • We use visual timetables when needed to support children to understand what will happen and when. • We have created a teaching space with reduced distractions and low stimulus • We offer additional support during break and lunch time when appropriate. • We use social stories to help children learn how to approach different social situations. • We run small groups focusing on friendship and social skills • We have a variety of resources available to use, depending on a child's sensory difficulties. • Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. • Family, Advice and Support Team (previously North East Special Needs Network NSNN) newsletters are published on our website to share information with parents. • We run small group speech and language sessions. • We access the expertise and advice of the local authority Speech, Language and Social Communication team. • We work closely with Thomas Bewick school staff to share expertise and advice.
<p data-bbox="253 1394 654 1425">Cognition and Learning Needs</p> <p data-bbox="212 1434 695 1465">Moderate Learning Difficulties (MLD)</p> <p data-bbox="220 1472 686 1503">Specific Learning Difficulties (SpLD)</p> 	<ul data-bbox="862 1398 1455 1896" style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs Teaching and Support Service (SENTASS) to ensure the needs of children are clearly identified. • We provide small group support with a focus on literacy or numeracy skills, depending on need. • We use intervention programmes to improve literacy or numeracy skills- e.g. Lexia Reading Recovery, Rapid Reading, Writing and Maths, 'Nessy' and Numicon., Better Reading Partnership, 1-1 phonic tutoring.

	<ul style="list-style-type: none"> We provide resources to support children with specific needs- e.g. coloured overlays and reading rulers to help with reading for our dyslexic children.
<p>Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties</p>   	<ul style="list-style-type: none"> We provide excellent pastoral care for our children and their families. We have a dedicated Family Support Adviser (FSA) for social, emotional and mental needs – Mrs Diana West Diana.West@archibald.newcastle.sch.uk We provide counselling for individuals and their families using an external provider. We run one to one sessions focusing on emotional understanding and expression. 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 provide one to one and small group nurture sessions for vulnerable children. We put in place short term support for children with specific emotional needs, for example, bereavement, adoption, fostering. We run small group sessions with a focus on social skills. Staff are trained in the use of Team Teach techniques. We seek the expert advice and support of outside agencies, including the School Health Advisor, Thomas Bewick Special School, Barnardos, and the Children and Young People’s Service (CYPS) We provide extra visits to middle schools for children who require this for a smooth transition. <p>(Link: Anti-Bullying Policy)</p>
<p>Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi- Sensory Impairment Medical Needs</p>	<ul style="list-style-type: none"> We provide support and practical aids where appropriate to ensure pupils can access the curriculum. We seek advice and guidance from school



health for pupils with significant medical needs.

- Appropriate staff receive training in the use of Makaton.
- We run intervention sessions to improve pupil 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.
- When it is appropriate we use ICT to enhance pupil's access to the curriculum.
- When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child.
- All the entrances to school have ramps fitted to allow wheelchair access.
- Appropriate resources to support children with a physical disability will be provided with advice from link OT.
- Classroom environment will be risk assessed and any reasonable adaptations made.
- Our school has a disabled toilet.
- Our staff understand and apply the Medicine Policy
- Dedicated staff have been comprehensively first-aid trained

(Links: Accessibility Policy; Medicine Policy, Supporting learners with medical conditions in schools Policy)

If you have any concerns about your child's learning or well-being please come in to school. We shall be happy to discuss things and work with you as we all seek to support your child in our school. Email Julia Bayes: admin@archibald.newcastle.sch.uk or telephone 0191 285 1957. Thank you.

Monitoring and Evaluation

This policy was reviewed and agreed by the Governing Body. The policy will be reviewed annually by the Full Governing Body.

Reviewed: October 2018

Next Review: October 2019

Parent Links

Extended glossary of terms:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>

Children and Families act 2014

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

SEND Code of Practice

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

Newcastle City Council Local Offer

<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page>

Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service, (formerly known as the Parent Partnership Service)

Judith.lane@newcastle.gov.uk

The National Autistic Society

www.autism.org.uk

Visual Impairment - Newcastle City Council

[Click here](#)

Education Healthcare Plan

<http://www.ehcplan.co.uk/>

Family Advice and Support Team: Supports families with disabled children/young people from birth to 25 years)

Admin: 0191 281 8737

Email: information@skillsforpeople.org.uk

