



Policy Title: SEND Policy and Information Report 2022/23
Date of approval: October 2022
Approved by: Local Governing Committee
Date of next review: October 2023

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a UNICEF Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child.

Article 28 (right to education): Every child has the right to an education.

Article 29 (goals of education): Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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 should be read in conjunction with the Admissions 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 favorably than other pupils
- The facilities provided to assist access to the school by pupils with SEND.

(Children and Families Act 2014, Part 3)

Documents can all be accessed on the school website under the policies tab or from the school office.

Curriculum Intent for Pupils with SEND

We endeavor to deliver a purposeful and **ambitious** curriculum that is broad and balanced. Our **inspirational** curriculum is designed to be inclusive, promote independence and resilience, and raise aspirations, with Jesus at the centre of all we do. We want to inspire our children to be life-long learners.

We have developed a curriculum that prepares children for every stage of their education as well as being aware of their role and place in society. Our knowledge and skills-based curriculum provides children with the opportunities to be numerate and literate young people who are **curious** and know how they can contribute to modern society and their **community**. When children leave our school, they have experienced a wide range of opportunities and responsibilities that enable them to be the best they can and live their life to the full.

Our bespoke curriculum is designed to revisit prior learning to ensure knowledge and skills are stored in the long-term memory. It is tailored to meet the needs of each individual child, to enable all children to succeed. We are ambitious for our pupils with additional needs and use scaffolds and professional advice to enable them to follow the curriculum. Keeping children safe, developing children personally and spiritually is at the core of our curriculum.

2. Legislation and Guidance

All schools:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is Mrs Louise Nealings.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Mrs Block and they will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Local Governing Committee on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs. The following sections list all of the possible strategies that may be put in place to help your child access the curriculum. The implementation of the strategies will be dependent on each individual child in consultation with parents/carers.

Communication and Interaction

(This is the main area of need within our school 2022/2023)

This may include;

- Autistic Spectrum Disorders (ASD)
- 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
- Quiet working 'pods' in the Discovery hall space
- Social skills support through small group intervention e.g. social stories
- 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 and black sheep language programme
- 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 toy, stress balls, school dog, emotions check ins using break it down boards.
- Use of individualised reward systems to promote learning and enhance self-esteem
- Strategies to reduce anxiety e.g. 5 point scale
- Relevant staff qualifications
- Advice / training from outside agencies

Social, Emotional and Mental Health Difficulties (SEMH)

This may include;

- Social difficulties
 - Mental health conditions
 - Emotional difficulties
 - Attention deficit hyperactivity disorder (ADHD)
-
- Visual timetables
 - Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy)
 - Therapeutic approach
 - Zones of regulation
 - Visual and individual timetables
 - Now and then boards
 - Timers
 - Sensory toys, weighted blankets and support with sensory seeking behaviour
 - Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities
 - Emotions 'check in' throughout the day.
 - Regulation activities
 - Referrals to specialists outside of the school where appropriate (Educational Psychology Service, CYPS)
 - Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. rainbows, key member of staff for support/mentoring
 - Additional assessments that focus on emotional development
 - Strategies to reduce anxiety e.g. 5 point scale
 - Residential trips in KS2 which help to develop social, emotional and behavioural resilience and promote independence
 - Staff trained in positive handling techniques
 - Advice / training from outside agencies

Cognition and Learning Needs

This may include;

- Learning Difficulties (Moderate – MLD)
- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

- Strategies to promote and develop literacy and mathematical skills with increasing independence
- Additional small group support in class from the class teacher and designated teaching assistant
- Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths e.g. 1st Class number, Read Write Inc., Beat Dyslexia and Memory Magic.
- Use of ICT where possible to reduce barriers to learning e.g. reading, headphones, talking books, apps that support learning
- Use of scaffolds and resources e.g. Numicon, cubes, bead strings, task sheets
- Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical
- Strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words
- Alternative approaches to recording promoted
- Additional processing/thinking time for responding to questions, completing tasks, sharing ideas
- Strategies to reduce anxiety e.g. 5 point scale
- Multi-agency involvement with the family as required
- Advice and support from outside agencies
- Quality first teaching with scaffolds to support pupils access learning.
- Advice / training from outside agencies

Sensory and/or Physical Needs

This may include:

- Hearing impairment (HI)
 - Visual impairment (VI)
 - Multi-sensory impairment
 - Physical Disabilities
 - Medical Needs
- Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils
 - Staff work with specialists from outside the school during relevant training and professional development to support pupils with significant medical needs
 - Strategies and programmes of work from the Occupational Therapy Service are followed for pupils with physical difficulties to support the development of gross and fine motor skills in the classroom and around school
 - Physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, sensory dance sack
 - We provide support with personal and intimate care, if and when needed
 - We make every effort to be as accessible as possible, for example, level access toilet facilities, (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)
- Additional handwriting support through targeted intervention programmes e.g. Speed up
- 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
- Advice / training from outside agencies

Training and Staff Expertise

Leaders provide training for all staff to enable them to effectively meet the needs of all pupils. Teaching support staff receive training on how to support pupils within the classroom and how to deliver targeted intervention programmes e.g. 1st class number, Read Write Inc. phonics tutoring, Black Sheep, box time for ASD and 'TAC PAC'. We seek support and advice from a range of outside agencies when needed.

Recent training has included: Positive handling, Aces training, mental health training, Makaton training and Quality First Teaching including Rosenshine principles. Staff have also visited Specialist provision and worked with professionals from Newcastle Local Authority. Future training includes Metacognition.

The support staff team have accessed training regarding how to recognise mental health issues and know how to support pupils within school. Identified staff are trained to deliver the Rainbows bereavement programme within school.

Specialist support can be accessed from Newcastle Local Authority using the SEND ASAP process for advice.

We have access to a highly experienced Educational Psychologist Dr. C Booth. She supports leaders provide training for the staff team, works with pupils and families / carers to provide advice and support.

School can also access specialist support within Bishop Bewick Catholic Education Trust.

5.2 Identifying pupils with SEND and assessing their needs

School will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents (and pupils if appropriate) when identifying whether a child needs special educational provision. Some pupils are monitored closely whilst advice from professionals is sought, and this information is shared with parents in discussions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support. Parents have to sign a consent form for their child to be added to the SEND register.

Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. Parents/Carers are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). This service provides information, advice and support at any stage of a child or young person's education and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan. Parents/Carers are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. Early Help (formally known as Common Assessment Framework-CAF) is used to coordinate support for children and their families who have a range of needs.

Children are involved in SEND review meetings, when appropriate, and they have the opportunity to share their views about their education with the SENDCO and school leaders through pupil voice. This is routinely carried out as part of the schools monitoring and evaluations schedule.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

SEN support – four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly, pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified, an initial discussion meeting will be arranged with the SENDCo.

Assess

The class teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified, through meetings with the class teacher and SENDCo of any planned interventions or support. Adjustments, interventions, support and a review date will be agreed with staff, parents and the pupil.

Do

The class teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class teacher and SENDCo will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year (this may be as part of parent's evening appointments). The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will seek specialist expertise. This will inform future provision. School liaises with the following services - Educational Psychology provided by Dr C Booth, Specialist support from the Local Authority through the SEND ASAP referral team, School Health, CYPS, when appropriate, Social Services and Looked After Children Team.

5.5 Supporting pupils moving between phases and preparing for adulthood

We offer support to all pupils and parents during all periods of transition. Staff liaise closely with other schools at transition times to ensure that a pupil's SEND information is clearly

communicated to ensure an effective transition. We invite the SENDCo from future Middle / High Schools to attend transition reviews and ensure all documentation is transferred within 5 days for pupils in line with our safeguarding policy.

5.6 Teaching and Learning for Pupils with SEND

All pupils have the right to access our ambitious curriculum. Quality first teaching is the main teaching and learning strategy used to teach pupils identified with SEND within our school. Targeted intervention outside the classroom is only used to address gaps in learning and support with specific needs.

This is achieved by:

- Forming positive relationships, active engagement and well-being for all pupils.
- Ensuring all pupils with SEND access quality first teaching. We use Rosenshine principles and the Endowment Foundation '5-a-day approach' to quality first teaching.
- Pupils, parents or carers and key staff members all contribute when creating, implementing and reviewing individual learning plans. They follow the graduated approach 'assess, plan, do and review'.
- Progress towards outcomes is reviewed termly with the SENDCo, parents, professionals, teaching staff and the pupil if appropriate. Parents are invited into school in person or via a digital platform for a virtual meeting.
- Pupils are assessed regularly within lessons to check their understanding and to give specific feedback.
- Teaching and Learning policy supports pupils with SEND by flexible groupings, cognitive and metacognitive strategies, explicit instruction, scaffolding and technology to support them access the teaching sequence. This is our '5-a-day approach' to quality first teaching.
- For pupils that require extra support, we use specific targeted intervention as recommended by the Education Endowment Foundation to provide bespoke provision to support SEND pupils.
- We use strategies to reduce anxiety and promote emotional well-being e.g. Team Challenge days and Commando Joes days.
- We ensure that our school activities and trips are accessible to all our SEND pupils.

5.7 Adaptations to the curriculum and learning environment

Implementation for pupils with SEND

Leaders use research to plan professional development to ensure all teaching staff know how to successfully implement our bespoke curriculum and support the pupils in their class with additional needs. Subjects are taught discretely with regular opportunities to revisit learning to ensure that children can acquire new knowledge and skills.

Evidence-based practice has informed how we implement our curriculum, Rosenshine's Principles are at the heart of the approach to teaching and learning. Teachers are currently developing the use of these principles within their teaching and following advice from the Education Endowment Foundation. We believe that together we can inspire growth and change in all our pupils, whatever their barriers to learning. Teachers are self-reflective throughout and planning demonstrates prior learning, a theory-based approach to delivering new learning, such as modelling, guided practice, providing scaffolds, targeted questioning, and planned knowledge for the future.

Lessons are skillfully planned using quality resources and following professional advice for SEND pupils to ensure that they effectively acquire, rehearse and connect existing

knowledge to new learning. Previous learning is revisited and new knowledge and skills are explicitly taught through guided practice so that children rapidly acquire new learning.

Starting each learning sequence with a '**key question**', we give learning a context and a focus: a purpose for their study so that learning is meaningful and relevant. Experiences are planned to enhance learning such as a field study, a visitor, workshops, artefact boxes, role play, to inspire and consolidate children's understanding. Such immersive experiences provide all children with cultural capital and an understanding of their **community** and the wider world. Teachers' are motivated and their passion and knowledge of their pupils, through continuous formative assessment, drives enthusiasm. They focus feedback on the following questions 'Where am I going?', 'How am I going to get there?' and 'Where do I go next?'. This leads them on an interconnected narrative of what has gone before and what is yet to come.

Children regularly revisit learning to **reflect** and **consolidate** their learning through discussions, low stake quizzes 'show me' and answering planned questions to express what they have learnt and achieved. By doing so, teachers can effectively address gaps in learning and plan for the next steps in their learning. We value communication with all our stakeholders and share all relevant information, regularly sharing positive messages with families to ensure our children feel valued.

We make the following adaptations to ensure all pupils' needs are met:

- The Education Endowment '5-a-day' approach to teaching and learning.



- Adapting our resources and staffing e.g. support staff allocated where the need is within school
- Scaffolding – through resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Impact for Pupils with SEND

We are extremely proud of our children. Our children can express the kind of people they aspire to be, the kind of world they aspire to create, and the kind of education we aspire to provide.

By talking with our children, it is clear the impact our curriculum has on their lives and on preparing them for their future. Curriculum plans are continually reviewed and amendments made based upon the voice of our children and their needs. It celebrates their individuality, moulding their whole being. From their different starting points, we deliver an ambitious curriculum for every pupil and their books and confidence in discussing their own learning illustrates their strong progress.

The teaching of the curriculum ensures the children's learning is embedded in their long-term memory, thus securing their understanding of the knowledge and skills needed to enable them to make progress and be prepared for their next stage of education. We aim for our children to leave here resilient, respectful, skillful, ambitious and with a thirst for life and all it has to offer. The children know they are listened to. Everything we do here at St. Charles' is for the children, with Jesus at the centre.

5.8 Additional support for learning

We have 10 teaching assistants who are trained to deliver interventions such as 1st Class number, Fostering Fluency, Black Sheep for example.

Teaching assistants will support pupils on a 1:1 basis if this enables the pupil to access the curriculum as stated in their current learning plan.

Teaching assistants will support pupils in small groups when directed by the class teacher.

We work with the following agencies to provide support for pupils with SEND:

- Dr C Booth Educational Psychologist
- NHS Speech and Language
- NHS and Private Occupational Therapy
- Local Authority specialist teachers
- Clennell Education Solutions

5.9 Expertise and training of staff

Our SENDCO has been a SENDCO for over 7 years. She has worked as SENDCO at St Charles' Catholic Primary School and another school setting. She is currently supported by Mrs Hague, in a role of Assistant SENDCO.

Mrs Nealings has allocated half a day per week for SEND provision and Mrs Hague has SEND leadership time for half a day every other week.

We have a team of 10 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in 1st Class Number, Black Sheep Speech and Language Programme and various Occupational Therapy regulation strategies to support children.

We use specialist staff where possible to deliver targeted interventions.

Behaviour Support for Pupils with SEND

Children with SEND may require additional behaviour support which will be provided with individualised strategies depending on the child's needs. Children are supported with behaviour with their best interests in mind. Children with additional needs may be vulnerable and can be disproportionately impacted by things e.g. bullying without showing any outward signs due to communication difficulties. All staff are vigilant for this. For further information relating to bullying please see our behaviour and anti-bullying policies. If you have any concerns, please do not hesitate to contact your child's teacher.

Increasing Access for disabled pupils to the school curriculum

- Our bespoke curriculum is accessible for all pupils. It is ambitious for all learners. Every child has access to a broad and balanced curriculum.
- The school uses the Education Endowment Foundation (EEF) '5-a-day' approach to quality first teaching to support all pupils access the curriculum, including children with additional needs.
- Scaffolds, flexible grouping, Rosenshine principles make curriculum subjects accessible for all.
- The school offers a wide range of extra-curricular activities and can support children with additional needs or disability access those clubs.
- Trips and visits are planned to ensure that every child can access an equal offer across the school.

Improving access to the physical environment of the school

- The school is all on one level with access from the car park.
- The school is painted neutral colours with clear signage.
- The school will consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- The school will work with the LA and external agencies to ensure they are following the advice of professionals e.g. coloured exercise books for pupils with dyslexia, large print for worksheets, use of blue pen on whiteboards rather than black.
- St Charles' staff will make themselves aware of how to find out about local services that may be of use to a disabled child they are teaching.

Inclusion

The Equality Act 2010 sets out key characteristics that it is unlawful to discriminate against a pupil or prospective pupil:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

St Charles' ensures that it meets the standards of the Act by eliminating discrimination, advancing equality and opportunity for all and by fostering good relationships with different groups of pupils.

To support this St Charles' will:

Gender -

- Offer equal opportunities to all sports and after school clubs
- Ensure that Early Years provision is not gender specific and all children are encouraged to participate in different kinds of play
- Uniform non-specific to gender

Race -

- Welcome and celebrate all nationalities
- Ensure that translators are available and that key documents are adapted to different languages if needed
- Support EAL children and their families
- Celebrate different cultures and customs

Disability -

- Ensure that children with disabilities are supported through our SEND policies and procedures
- Support staff and arrange specific training when needed

Religion and Belief -

- Plan yearly to cover key other faith festivals and celebrations
- Learn about other faiths termly through our RE curriculum
- Work with parents and pupils from other faiths to understand our prayer and collective worship ethos

Sexual Orientation/Gender reassignment -

- Ensure that the school is welcoming to pupils or family members who are LGBT
- Provide staff training to ensure understanding
- Ensure sensitivity relating to issues of families, marriage and sexuality
- Ensure that the protected characteristics are embedded into the school Anti-bullying policy.

5.10 Securing equipment and facilities

School sources materials and resources from the Local Authority to support pupils within school e.g. toy library.

5.11 Evaluating the effectiveness of SEND provision

Leaders evaluate the effectiveness of provision for pupils with SEND through the routine cycle of monitoring. Pupil's progress is reviewed termly towards their goals. All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.

Talking to the pupils with their books, questionnaires, lesson visits, reviewing learning plans, teacher discussions and pupil progress are all used to identify the strengths and next steps.

Subject leaders include the monitoring of pupils with SEND as part of their routine cycle of monitoring.

Targeted interventions are reviewed half termly to ensure impact.

Children with an EHCP are reviewed annually with all professionals invited to attend the meeting alongside parents.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. We actively encourage full participation in school life for all pupils, including those with SEND. We communicate with parents the extra-curricular clubs offer each half term and discuss this offer in termly SEND reviews, to encourage pupils with SEND to engage in these activities.

All pupils are encouraged to go on our residential trip(s) to Borrowdale in the Lake District.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND.

Children identified with SEND can access extra-curricular provision if parents would like them to access the provision. For example, teaching support staff can support pupils in clubs after school.

If any parent would like to discuss this offer, they can contact the SENDCo via the school office.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to join clubs and leadership roles within school e.g. Laudato Leaders, Mini Vinnies, School Council etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

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 work in partnership with parents and carers to meet the needs of individual pupils.

5.15 If you have concerns or wish to make a complaint

If you have any concerns about your child the first point of contact is their class teacher in the first instance, who can pass information to the school SENDCo. If your concern is not resolved and you would like to make a complaint, please see our complaints procedure for more information. This can be found on the policy section of the school website or a paper copy can be provided by the school office (office@stcharlesprimary.uk)

If you would like further information about what we can offer then please do not hesitate to contact our SENDCo Mrs L Nealings.

Email: office@stcharlesprimary.uk or telephone 0191 2852553.

5.16 Contact details of support services for parents of pupils with SEND

Useful Contacts:

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for impartial information, advice and support in relation to their pupil's SEND.

The Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) can support parents. You can contact them on 0191 2116255 or by email: sendiassadmin@newcastle.gov.uk

Family, Advice and support team supports families with disabled children/young people from birth to 25 years.

Contact details:

0191 2818737

information@skillsforpeople.org.uk

Centre for National Autistic Society
Thomas Bewick School

Linhope Road
West Denton
Newcastle upon Tyne
NE5 2LW
0191 2296020
admin@thomasbewick.newcastle.sch.uk

Contact a Family

Contact a Family is the only national charity that exists to support the families of disabled children whatever their condition or disability.

Contact a Family Head Office

209-211 City Road, London, EC1V 1JN, 020 7608 8700, fax: 020 7608 8701

www.cafamily.org.uk/

5.17 Contact details for raising concerns

If you have any concerns please contact a designated person for safeguarding or the school SENDCO.

Mrs Nealings, Mrs Binney and Miss Micklethwaite are the schools designated persons for safeguarding.

5.18 School Team and Local Offer

We are a dedicated whole school team with a variety of skills and knowledge. We have a SEND Coordinator (SENDCo) Mrs Nealings, SEND Governor Mrs Block, teaching staff and learning support staff with a diverse range of skills and training.

The information here is general; each child is an individual and will receive unique provision and resources implemented in a range of ways where necessary. The teaching team continually assess and monitor the progress of all our pupils and all provision focuses on achieving the best possible outcomes for every child.

Newcastle City Council has a 'Local Offer' of information and guidance for people with Special Educational Needs and Disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities. You can find out more about this Local offer at:

[Getting Started with the Newcastle Local Offer | Newcastle Support Directory](#)

6. Monitoring Arrangements

This policy and information report will be reviewed by Head Teacher and SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Committee.

7. Links with other Policies and Documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Admissions policy