



Bailey Green Primary and Nursery School together with Bailey's Butterflies

SEND INFORMATION REPORT for Pupils with Special Educational Needs and / or Disabilities

Throughout this report:

Special Educational Needs and/or Disabilities is referred to as SEND

The SEND Coordinator is referred to as SENDCo

Bailey Green Primary School is a fully inclusive school which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities so all children with SEND, including those who are looked after children, will reach their potential.

Our SEND Information Report lets you understand how we support pupils with SEND.

We consult with pupils and their families regarding their SEND needs through:

- Questionnaires
- Feedback sections on newsletters
- Pupil and Parent/Carer Support Plan review meetings
- Parent consultation evenings

These can be prompted by parents, teachers or external professionals. Pupils will be involved in completing Support Plans when appropriate.

Supporting Pupils with SEND and their Families

Children are identified as having a special educational need when their level of progress has become a cause for concern. Interventions are quickly put in place to cater for all individual needs; these interventions are assessed for impact and pupils' progress is tracked closely. Should short term interventions, designed to enable children to keep up with their learning, have little impact, families will be informed of ongoing concerns by:

- Face to face initial meetings between parents/carers and the class teacher/SENDCo
- Targets will be set and regular interventions towards meeting these targets will be carried out and assessed for impact



- Regular discussions and reviews re: monitoring and next steps with parents/carers, class teacher, SENDCo and Head Teacher
- Discussion around the potential need for specialist external agency involvement.

If the support of an external agency is required, the child will be provided with a SEND Support Plan which will be routinely assessed for impact.

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

- Following the SEND Code of Practice (2014)
- Providing a SEND Support Plan with tailor-made support and intervention for their particular needs
- Drawing upon professionally trained staff within school to timetable support
- Supporting the pupil fully within the class as well as some small group and individual support where appropriate and necessary
- Involving outside professional agencies when appropriate
- Robust assessment and tracking systems throughout the school
- Wheelchair and disabled access through school
- Providing a written copy of our SEND and Inclusion Policy to parents
- Weekly staff meetings where SEND is on the agenda, in order for all staff to be aware of individual pupils with SEND needs.

Other people/agencies and teams providing services to children with SEND in school include:

- Speech and Language therapists
- Language and Communication specialists
- Dyslexia and Dyscalculia Team
- Educational Psychologist
- Occupational Therapists
- Child and Adolescent Mental Health professionals
- Children's Services
- Public Health
- Specialist Nurses eg diabetic nurse; hospital nurses
- The Support and Review Service of the Local Education Authority

After an initial referral by the school (following parental consultation and permission) your child may, if accepted, be assessed in school by a professional from one of the above agencies. This could be through observation, assessment and discussion with the child, parent and school staff. The outside agency will, if appropriate, set targets and offer strategies and intervention to complete.



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 the transition. We provide the following support to pupils when they are leaving the school:

- Advance meetings with the SENDCo of the future school
- Passing on all information relevant to the pupil
- Head Teacher and/or SENDCo will occasionally accompany parents/carers, as a support, to view alternative placements if appropriate or requested
- Scheduled transition days are provided to the local secondary school, as well as enhanced transition opportunities for vulnerable children
- Transition activities are scheduled throughout Year 6 in order to prepare transitioning pupils as thoroughly as possible

Who is involved in my child's SEND education?

Our first provision is Quality First Teaching for all, so all class teachers and support staff are involved with SEND provision.

We have SENDCos who oversee all support and progress of any child requiring additional support across the school:

- Mrs E Flynn is the Whole School SENDCo
- Miss L Alexander is working alongside Mrs Flynn while working towards the NPQSENCO qualification
- Miss J Cole oversees SEND in Bailey's Butterflies.

Class teachers liaise closely with the SENDCo to discuss any pupils who may be experiencing difficulties and who may require further support.

SENDCos are responsible for:

- Developing the whole school SEND policy to ensure children receive quality first teaching to meet their needs
- Ensuring parents are involved in supporting their children and are kept informed about how well their child is doing
- Providing specialist support to teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible

Support staff are placed where they are needed throughout the school to ensure pupil progress and independence. Each class at Bailey Green has their own Teaching Assistant who works very closely with the Teacher on planning the content of the curriculum and intervention sessions/strategies for individual pupils if required. Bailey Green employs a part time qualified teacher to assist with writing intervention in Year 5, as well as a part time teaching assistant who delivers interventions for SEND children.



What training have the staff supporting children with additional needs had / are currently having?

All staff have completed, and will continue to receive, on-going training in special educational needs and disabilities. A number of staff have had training in areas such as ASD, ADHD, dyslexia and dyscalculia, Nursery and Reception Narrative for Language development, as well as specific programmes to support reading, writing and maths development, such as First Class Numbers, Pirates and Dragons Interventions.

We have two qualified THRIVE Practitioners who deliver specialist support to children with social, emotional or mental health concerns, and a number of qualified Mental Health First Aiders.

All teachers are trained to use a variety of teaching styles and learning opportunities.

All Nursery pupils take part in the Screen and Intervene programme to identify speech and language problems early.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff in relation to any concerns which may arise.

Mrs E Flynn holds the accreditation of The National Award for SEND Coordination (NASENCO) and is a member of the Leadership Team of the school.

Miss L Alexander is working towards the NPQSENCO qualification.

How will my family be supported?

The school works in partnership with families to help them support their children's learning outside of school. We have an open door policy which allows parents to feel welcome in school, and any questions or concerns are welcomed. We support families by:

- Differentiating homework for pupils with difficulties
- Holding regular information evenings on the teaching of reading, writing, spelling and maths
- Providing packs to help parents/carers support their child with reading, and a Calculation Strategies booklet for mathematics
- Holding a range of family learning opportunities

The Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) are available to support families where needed once a referral has been made. Families are also signposted to services / organisations through North Tyneside's Local Offer.



Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's 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 inclusion of pupils with special educational needs and disabilities.

Robust risk assessments are carried out.

If you would like further information about what we offer here at Bailey Green Primary and Nursery School then please contact the Special Educational Needs Coordinator.

School Office: 0191 2509025 / office@baileygreenprimary.org.uk

If you have any concerns about your child's SEND, their progress or the support you receive, please email or ring the school office to arrange a meeting with your child's class teacher and/or the SENDCo.

School Office: 0191 2509025 / office@baileygreenprimary.org.uk

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

NOTE: Parents can contact North Tyneside Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on (0191) 643 8313

Email: sendiass@northtyneside.gov.uk



School entitlement offer to pupils with SEND	
Support Available Within School	
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction – small group areas • Support / supervision at unstructured times of the day, eg lunch supervisors, buddies. • Social skills support including strategies to enhance self-esteem. Nurture groups available. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Thrive groups run by qualified practitioners. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources. • Teaching assistants in each classroom.
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Strategies to promote / develop English and Maths. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the school's self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Differentiated curriculum and resources • Teaching assistants in each classroom.



<p>Social, Emotional and Mental Health:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. Inclusion is a large part of the school vision. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The school's behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group and Thrive practitioners to support pupils. • Information and support is available within school for behavioural, emotional and social needs. • Trained Mental Health First Aiders are on site at all times.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought to meet the needs of pupils who have medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Trained staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinators complete any necessary training in order to offer advice and guidance to staff about the needs of pupils. The SENDCos hold the NASENCO qualification. • The school has disabled toilets / facilities • The school offers accessible entries and exits, suitable for wheelchairs.