



Jesmond Gardens Primary School's SEND Information – September 2019

Jesmond Gardens Primary School takes a truly holistic approach to supporting all our pupils whilst actively promoting a fully inclusive curriculum. We believe that pupils with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and be fully included in all aspects of school life. (DfE Special Educational Needs Code of Practice 2015)
We believe all pupils should be encouraged and supported to achieve their full potential within a safe, nurturing and enriching learning environment. We actively encourage parents to be involved in the education of their child and see effective home school partnerships as key to pupil's success. Our website information aims to provide an outline of what services and support is available to parents and carers to help their child succeed.

<p>What are Special Educational Needs and Disability (SEND)?</p>	<p>Special Educational Needs, is the term that is used to describe pupils who have needs over and above those that can be met by quality classroom teaching. These needs may be within areas of</p> <ul style="list-style-type: none">• Communication and Interaction (Speech and language needs and/or social communication need)• Cognition and learning (specific learning difficulties),• Social, emotional, mental health needs• Physical/sensory difficulties. <p>Support may be for a short period or throughout a pupil's education. We aim to identify additional needs early and then initiate a support plan, taking into account their individual needs and experiences.</p> <ul style="list-style-type: none">• At Jesmond Gardens we adopt a fully inclusive whole school approach with all pupils. We engage pupils in a broad, balanced and varied curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, good behaviour and successful progression to the next stages of learning.• Jesmond Gardens is a fully inclusive school and we are passionate in our drive to ensure all pupils achieve their potential in all areas of school life whilst being very proactive in forming excellent home school partnerships. In 2018 achieved the Leading Parent Partnership.• Meeting the needs of pupils with special educational needs is the responsibility of all teachers and teaching staff and their needs are usually met through a differentiated curriculum. The SENDCo will support staff to meet these needs. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching. All our staff are pro-active in ensuring pupils are supported appropriately at the earliest opportunity, what we refer to as Early Intervention.• We currently have 51 pupils on our school register.• One pupil is on dual placement with Eskdale Speech and Language Unit.
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<p>How does the school know if my child needs extra help?</p> <p>How does the school identify pupils with special educational needs?</p>	<p>Our ethos is based around a continuous cycle of Assess, Plan, Do and Review. We take many opportunities to review progress in school such as through:</p> <ul style="list-style-type: none">• Information from health care professionals in readiness for children starting our provision including Little Ladybirds.• Induction meetings and home visits involving children and parents before entry into Early Years.• Induction meetings for all inwardly mobile pupils (new on roll)• Early Years data and continuous observation.• Parent meetings.• Ongoing assessment by teachers. Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected.• Pupil Progress Meetings – teachers meet termly with senior leaders to identify and discuss any pupils who are not progressing as expected. Regular meetings of the Senior Leadership Team to discuss pupil progress across school.• Regular meetings of the Senior Leadership Team to discuss pupil progress across school.• Termly Special Educational Needs Planning and review meetings.• Observations by outside agencies if needed.• Reports and advice from key professionals as needed.
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none">• Mrs Sue Henry is the head of inclusion/Lead SENDCO across the Eden Academy Trust.• Mrs Helen Bostock is the Inclusion lead and Deputy Headteacher for Jesmond Gardens.• Miss Amy Atkins is the Assistant SENDC.• Miss Atkins/ Mrs Bostock and can be contacted either by phoning school, email or by making an appointment through the school reception.• Parents of children with SEND, or parents who may have concerns should contact their child's class teacher in the first instance or the SENDCo directly to discuss any concerns or issues they have with SEND provision.



How will I know how Jesmond Gardens School supports my child?

- Jesmond Gardens has a fully inclusive policy and is committed to ensuring all pupils receive a high-quality education and realise their potential regardless of any barriers they may face. Children with SEND are educated in the classroom as part of this inclusive policy, but will receive intervention and support by teachers and teaching assistants on a personalised and individual level as appropriate and matched to need. Children with more significant need may have some support from outside professionals but this is always in consultation with parents. We adopt a team approach, first with parents and then with appropriate professionals who can offer support and guidance as needed.
- Children who have undertaken Statutory Assessment and have a Education, Health Care Plan receive the necessary provision stated. All pupils on the SEND School Register are identified on provision maps or have Individual Pupil Passport with a focus on their specific needs. This can be through individual support in the classroom, one to one support, and small group work or intervention groups. These support programmes are also used for other children where appropriate.
- Pupil Passports maps are developed and reviewed termly by teachers and are overseen by the Special Educational Needs Coordinator (SENDCo). They will focus on the pupil's prime areas of need. Children's progress and attainment are regularly monitored and reviewed. Plans are compiled in collaboration with parents termly. Individual pupil profiles give a brief overview of how pupils are supported in school. Parents' Evenings/Pupil Passport reviews are held termly where progress is shared and targets are reviewed and next steps are identified. Teachers also regularly meet with parents at other times where necessary and are available to answer any questions parents may have.
- Share a lesson are held termly and parents are invited into school to see how their children learn.
- The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have. In addition we have two members of staff our Social Inclusion Officer (attendance focus) and our Parent Support Advisor who are available to support families.
- In 2018 we achieved the Parent Partnership Award.
- We are an Adoption Friendly School.
- Additional support is available whenever necessary for pupils who are vulnerable and for those that experience a range of emotional, social and behavioural difficulties. This can be through for example our friendship groups, Nurture groups or Me Time sessions. We offer a graduated response to supporting pupils with emotional needs.
- Children can also give their views and express their concerns through the School Council and the Dream Team.
- Our school link SEND governor Mrs Sarah Greenan. Sarah meets regularly with the Inclusion Leader and Assistant SENCo as well as the wider Inclusion Team and collaboratively reviews practice in school.
- We have a robust system of reviewing provision through our School Self Evaluation using the OFSTED Framework. Governors are involved in this process and receive regular reports.



How will the curriculum be matched to my child's needs?

- Teachers are accountable for the progress of all pupils in their class even when they access support from elsewhere. Teachers set high expectations for every pupil whatever their prior attainment.
- High quality teaching is our passion at Jesmond Gardens Primary School. Learning opportunities are matched to pupil's abilities and interests are key to this as we support our pupils through the setting of rigorous learning targets. Children will be supported in fully accessing the curriculum according to need, which may be through one to one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups. Teachers focus on differentiation in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children are able to access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.
- Teachers follow the guidelines for a 'Dyslexia Friendly Classroom' to help all children access the curriculum and resources more easily.
- Teachers have an Adoption Friendly/ Attachment aware approach to learning and provision.
- When designing our curriculum we took a number of key factors into consideration; we called non-negotiables that provided the foundation for our curriculum.
They include ensuring that the curriculum:
Has the needs of the children at the heart of everything we do
Is based on a strong foundation of oracy
Meets the needs of our local community
Is full of exciting, enriching and enjoyable learning experiences
Provides opportunities for our children, staff and parents to all learn together.
Positively improves academic outcomes
Prepares our children to become positive role models in and effective contributors to Society Gives our pupils the chance to become the very best versions of themselves.
- • Our Life Skills Curriculum is supported by numerous Education Endowment Foundation research projects.



<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • A wide range of assessments are undertaken and data is collated termly or at earlier point as appropriate. • Children with EHC plan will have an annual review during the school year to which parents and supporting agencies attend. The views of children with SEND are sought before their Annual Review meetings and included as part of their review. Pupil and parent questionnaires are also completed during the academic year. Pupils with SEND will have review meetings as needed as part of our co-ordinated multi agency approach to support. • Termly reviews of pupil progress takes place and feedback is given to parents via end of term /year reports at parents' evenings. All Pupil Passports are reviewed termly and progress and attainment discussed with parents. • We operate an "open door" policy whereby parents are welcome to meet with members of staff to review any issues with the progress and attainment of their child. Appointments to meet with the class teacher can be arranged through the school office
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We believe in a fully inclusive approach to supporting pupils with additional needs and this means working in partnership with parents and carers to support in whatever way we can to enable each pupil to achieve their potential. • All teachers at Jesmond Gardens have a responsibility for the teaching, learning and monitoring of pupils with Special Educational Needs. • We follow a graduated response to need from initial conversations with the class teacher, targeted class support to more specific personalised support. This is always through discussion with parent/carers initially informally or through parent meetings and or reviews as part of our SEND arrangements in school for example: individual review meetings; multi-agency meetings; parent support linked with the Parent Support Advisor (PSA); parent workshops; or home-school liaison books. Through termly parent workshops parents are welcomed into school to share key areas of learning and to gain an insight into how your child learns. • We also successfully support parents through bespoke workshops/ groups to increase awareness and develop skills and indeed understand behaviours and relationships.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Children with SEND are inclusively taught within an age appropriate classroom with their peers most of the time. • We have a Nurture class: The Orchard which is supported by a specialist HLTA and 2 teaching assistants. • Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives. • If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need. Support is personalised and targeted. Adults working with pupils communicate regularly to ensure a consistent approach to teaching and learning and also support children's independence. • Any parents of pupils who may have a medical need will work alongside the class teacher, Inclusion lead (Helen Bostock) and Parent Support Advisor (Carly Lupton) to ensure their child's needs are met and are in accordance with the school Medications Policy. Health Care Plans are developed with parents and medical professionals as required. • We have a well developed Behaviour Policy linked to our Golden Time sessions which promotes positive behaviour strategies. Our Policy reflects all current guidance and has a relationship based foundation. We see behaviour as a means of communication/ unmet



	<ul style="list-style-type: none"> needs and seek always to understand behaviours and access appropriate support. Our Social Inclusion Officer Mr Carl Everett supports parents in ensuring our pupils maintain good attendance and punctuality. Mrs Carly Lupton is our school Parent Support Advisor, supporting families, individual pupils and groups.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> The trust SENDCo and Assistant SENDCo holds a Postgraduate Certificate in the National Award for Special Educational Need. The trust SENDCo also holds a Postgraduate Certificate in Teaching Pupils with Specific Learning Difficulties (Dyslexia) Teaching staff and teaching assistants are highly experienced in supporting children with SEND and have undertaken training in a wide spectrum of needs. We maintain strong links with Springwell School (Specialist provision) We have staff trained in ELSA Support (Emotional Well being), Lego Therapy, Mindfulness, HLTA support in Speech and Language, and specific targeted interventions. We have excellent relationships with external agencies and work closely with the local authority SEND team and Educational Psychologist our Speech and Language Therapist (SALT), Occupational Therapist (OT), Social care, CAMHS and the visually and hearing-impaired service. We collaborate closely with our partners to ensure we deliver quality interventions that have a positive impact on learning. Jesmond Gardens Primary School buys enhanced provision (extra time) from the Speech Therapy Service and the Education Psychology Team. <p>Ofsted 2018 stated that “the school works very effectively with a range of agencies to secure the necessary support for pupils and families where needed.”</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> Additional training for staff is secured where necessary; this may be delivered in school by the SENDCo or by external training sources such as education psychologists or other key professionals. School has access to a range of services for advice where necessary. This includes the school nurse, Educational Psychologist, Occupational Therapy, Speech therapy, social care and CAMHS.
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> Jesmond Gardens follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case by case basis to accommodate a child’s needs even after reasonable adjustments. Jesmond Gardens operates a fully inclusive policy and children with any form of SEND are fully integrated in all aspects of school life including afterschool activities. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, a specific intervention programme, small group work or lunchtime support etc. Laptops, iPads and specific resources are available for students with SEND as appropriate and a wide range of subject specific aids are available. As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEND or disability. Relevant documents are completed detailing support and provision for specific



	<p>pupils prior to visits being undertaken in line with school policy.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We meet the requirements of the Disability Discrimination Act (DDA), 1995. We meet the requirements of the Equalities Act (2010) through our Single Equality Policy. Jesmond Gardens follows safeguarding and health and safety procedures ensuring that all pupils, staff and other adults are safe. The school would review any specific need on a case by case basis to accommodate a child's needs even after reasonable adjustments. Further information is detailed in our Accessibility Policy.
<p>How will my child be supported when joining Jesmond Gardens or transferring to a new school?</p>	<ul style="list-style-type: none"> • The school has an extensive transition programme in place both for children joining the school, and for those moving on. Carly Lupton our Parent Support Advisor meets all new families on arrival at Jesmond Gardens School and ensure transition is smooth and pupils and parents are fully supported. • Y6 Transition support begins in the previous Summer term of Y5 and Transitions meetings with pupils and parents (including relevant professionals) and visits are coordinated by the SENDCO with the SENDCO from the intended Secondary School so that transition is smooth and continuous. • There is a phased transition into Early Years. Families are encouraged to engage in visits and in our open days to support the children's readiness for starting our Early Years provision. This provides an excellent opportunity to meet key staff and socialise with other families.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The schools delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils through early intervention. Funding is used to facilitate:</p> <ul style="list-style-type: none"> • Excellent targeted Quality First teaching. • All teaching builds on what the child already know, can do and can understand. • Whole school inclusive practice and initiatives including multi-sensory resources. • Low pupil to teacher ratios to support smaller teaching groups. • Target teaching groups and Nurture Provision. • Teaching assistants to support the delivery of targeted interventions under guidance of the class teacher following assessment identify needs. • SENDCo role and that of the wider Inclusion team. • Parent Liaison • Liaison with external agencies including, additional Educational Psychology time, Speech Therapy provision and Therapeutic support. • Provide specific resources to support differentiation including ICT • Time to support staff in developing Individual



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	<ul style="list-style-type: none"> • Staff training (CPD) • 15 (7.5 Nursery) hours of individual support
<p>How is the decision made about how much/what support my child will receive?</p>	<ul style="list-style-type: none"> • We have a wide range of specific interventions designed to meet the differing needs of pupils and pupils may take part in a single, or many different interventions. Differentiated learning is supported by a team of teaching assistants (TAs); and pupil progress is tracked and evaluated termly. These programmes are flexible and responsive to pupil need. In addition, SEND pupils have Pupil Passports which focus on children's specific strengths and weakness and are a focus for teacher, pupil and parent discussions to support learning. Pupil progress is reviewed by teachers and the Senior Leadership team to ensure that progress is made by all pupils, including those with SEND. If pupils become at risk of underachievement then interventions are put in place. • Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • Meetings are held termly to discuss a child's progress. Specific targets will be set and reviewed at this meeting and parental views and those of your child, will together form the support plan.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Further information is included under the Hartlepool Local Offer, and Resources section of our website • Parents can contact the school office for further information <p>Our Inclusion Team:</p> <p>Mrs Sarah Greenan: SEND Link Governor Mrs Helen Bostock: Deputy Headteacher and Inclusion Lead helen.bostock@jesmondgardens.com Mrs Sue Henry: Stranton Academy trust SENDCO shenry@strantonschool.co.uk Miss Amy Atkins: Assistant SENDCO amy.atkins@jesmondgardens.com Mr Carl Everett: Social Inclusion Officer carl.everett@jesmondgardens.com Mrs Carly Lupton: Parent Support Advisor carly.lupton@jesmondgardens.com</p> <p>If you have any concerns about your child's progress. Please speak to your child's class teacher initially. For further concerns do not hesitate to contact a member of the team.</p>



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