



Winlton West Lane Community Primary School Special Educational Needs Information

This document contains information about the variety of ways we support our children with Special Educational Needs or Disabilities (SEND) to enable them to achieve their full potential. We provide a full range of educational and pastoral support to these children and our aim is that they make very 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 want to discuss anything please contact our SEND Coordinator (SENDCo) by email school@wwlcp.school or phone on 0191 414 2557.

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

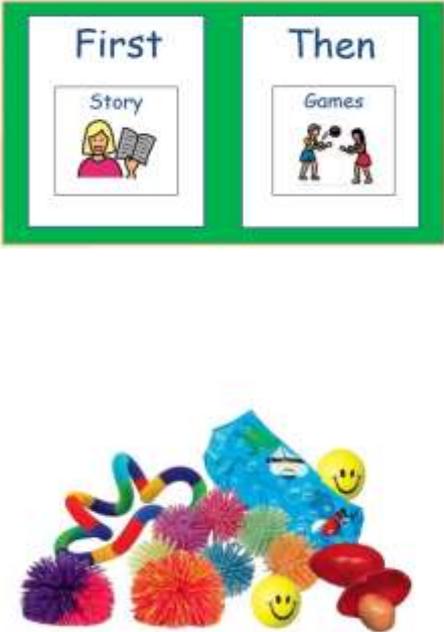
- They are having significant difficulty with their learning and making far less progress than would be expected;
- They have a specific learning difficulty, for example dyslexia;
- They have emotional or mental health difficulties;
- They have difficulties with social communication and interaction;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

For all children at WWLC Primary 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 Special Educational Needs Co-ordinator (SENDCo) to lead on SEND provision across the school;
- Assess and review the learning of our SEND children, using that information to inform future planning and teaching;
- Provide teaching assistants in class who work with SEND children directly and support other children so the teacher has more opportunities to work with the SEND children;
- Facilitate regular meetings for teaching assistants, teachers, the SENDCo and external agencies to review and develop provision;
- Support our families formally through review meetings. We also strive to create an ethos where families feel that they can approach us at any time for advice or support. Families are also signposted to other sources of advice and support. We also have a Family Support Worker to offer support alongside our SENDCo to families of children with additional needs;
- Seek advice from and work closely with outside agencies to ensure each child's needs are fully identified and understood and to learn from specialists about how best to support our SEND children;
- Evaluate intervention groups and strategies on a 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 an annual review for children with a Single Plan (Education / Health Care Plan or EHCP). Progress for all children with SEND will be reviewed at our termly parents evenings;
- Provide ongoing SEND training and information for teachers and teaching assistants;
- Take steps to make any transition at any stage is as smooth as possible, with a personal transition plan if necessary;
- Liaise closely with secondary schools at transition times to ensure SEND pupil information and recommendations are clearly communicated so that the move to secondary school is as smooth as possible.

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

Type of SEND	Support provided in school
<p data-bbox="231 421 758 562">Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs</p> 	<ul style="list-style-type: none"> - visual timetables when needed to support children to understand what will happen and when - areas with reduced distractions and low stimulus - social stories to help children learn how to approach different social situations - small groups focusing on friendship - a variety of resources available, depending on a child's sensory difficulties - ICT as an aid to learning - time spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety - small group speech and language sessions, following recommended programmes and addressing individual targets - access to expertise and advice of the Local Authority Speech and Language Therapy Service through HINT - training sessions for staff to increase their awareness of Speech, Language and Communication Difficulties and Autistic Spectrum Disorders - staff trained to deliver various interventions.
<p data-bbox="215 1485 774 1592">Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> 	<ul style="list-style-type: none"> - access the expertise and advice of the Local Authority Special Educational Needs Team (SENIT) to ensure the needs of children are clearly identified - support from the Educational Psychology Service to support our pupils with SEND - work alongside the Local Authority to ensure that we are providing the support our SEND pupils require - provide small group support with a focus on literacy or numeracy skills, depending on need - use intervention programmes to improve literacy or numeracy skills



- provide resources to support children with specific needs - e.g. coloured overlays and reading rulers to help with reading for our dyslexic children

**Social, Emotional and Mental Health Needs
Mental Health Condition
Social Difficulties Emotional Difficulties**



- provide excellent pastoral care for our children
- use different strategies to promote positive behaviour in our school and have clearly defined rewards and sanctions
- create behaviour management plans where necessary, to ensure children can access the curriculum and all children remain safe
- complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities
- put in place short term support for a child with a specific emotional need, for example, bereavement
- run small group sessions with a focus on social skills
- seek the expert advice and support of outside agencies, including the Children and Young People's Service (CYPS)
- buy in to Counselling services to offer support to children with social, emotional and mental health needs
- work closely with parents to ensure that there is a consistent approach when managing challenging behaviour

**Sensory and Physical Needs
Hearing/Visual Impairment Physical Disabilities
Multi-Sensory Impairment Medical Needs**



- provide support and practical aids where appropriate to ensure pupils can access the curriculum
- seek advice and guidance from school health for pupils with significant medical needs
- run intervention sessions to improve pupil skills to offer support to children who have ongoing difficulties with fine and gross motor skills
- request and act upon advice and guidance from the Gateshead Children's Vision Team and Hearing Impairment Team

	<ul style="list-style-type: none">- adapt our teaching and use auditory resources for children with hearing impairment- enlarge resources and use appropriate visual aids for children with a visual impairment- use ICT to enhance pupil's access to the curriculum- receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child- provision of ramps for wheelchair access and accessible toilets
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If you have any concerns about your child's learning or well-being please come in to school.

We are happy to discuss your concerns and work with you as we all seek to support your child in our school.

Email us at school@wwlcp.school or telephone 0191 414 2557.