

SEND Information Report

Lemington Riverside Primary School Primary
School



Lemington Riverside Primary

Special Educational Needs Information

"We do things differently here..."

We inspire young minds on the banks of the mighty Tyne in the City of Newcastle.
We are a small school at the heart of a big Geordie community.

We believe that children learn best through being **inspired** and **engaged** - our **curriculum, based on the very latest academic research and innovation**, puts **knowledge and experiences** at the heart of everything we do - it has been designed uniquely for our children and our community.

Bravely different. Proudly unique.
We are Lemington Riverside Primary School!

At Lemington Riverside Primary School the children are at the heart of everything we do. Every child is unique, truly valued and celebrated, with building relationships where they feel safe, secure and supported a priority and key to each child's readiness to learn. We are committed to working in partnership with parents/ carers, external agencies and Newcastle Local Authority to ensure the best outcomes for all of our pupils.

The intention of this document is to provide parents, carers and families with information regarding the support we have on offer for all our pupils, particularly those identified as having a special educational need or disability. We continue to monitor, update, modify and add to our knowledge and expertise in areas of SEN to effectively meet each individual pupils needs.

At Lemington Riverside Primary we are an inclusive school who recognise that all children may, at some point, experience a variety of difficulties, be it long term need or short term need. There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their cognition and learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have social, 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

We ensure that any additional needs are quickly identified and addressed accordingly. Parents/ carers knowledge and understanding of their child is very important to us and a valuable part of the identification process. They will always be fully informed of any concerns about their child's progress, as well as being encouraged to share with school any concerns they themselves may have.

We aim to remove any barriers to learning and participation. While we inherently nurture and carefully consider each child's varied needs, life experiences and preferential learning styles, our curriculum promotes the development of the whole child as confident, resourceful and independent learners who are able to face the future with resilience and ingenuity.

Through appropriate curricular provision, we respect and acknowledge that children have different educational and behavioural needs and aspirations; require different strategies for learning and participation; acquire, assimilate and communicate information at different rates; need a range of different teaching approaches and experiences. We are committed to narrowing the gap between SEND and Non-SEND pupils. We want all of our children to feel that they are valued members of our school community.

When children are identified as having a Special Educational Need (SEN), we work collaboratively with family, school staff and, where appropriate, other professionals to plan and review the support needed. At this point parents will be asked to sign a SEN Support consent form to acknowledge that they are aware that their child is receiving Special Educational Needs Support. We use My Support Plans, bespoke timetables and resources, which help support their development, address areas of concern and aid progress. It is important to us that we can provide a full range of educational and pastoral support.

We are very lucky to have a **Pastoral Team**, which consists of a fully qualified **Special Educational Needs and Disability Co-ordinator (SENDCO) – Mrs Loise Annal**, **Education Welfare Officer (EWO) – Mrs Kim Cole** and two **Licensed Thrive Practitioners – Mrs Karen Wakenshaw & Mrs Loise Annal**. In addition, we work very closely with a wide range of other professionals from various outside agencies. We also buy in to SENTASS, Kalmer Counselling and a significant amount of educational psychology time. Our **Kalmer Counsellor** is **Ms Hollie Flynn** and our **Educational Psychologist** is **Mrs Louise Brennand**.

Special Educational Needs are everybody's responsibility and it is expected that all teaching staff are equipped to ensure the appropriate planning of provision, monitoring and review of the children in their class. We hold 3 meetings/reviews per year to discuss progress. Some of these meetings will be held as part of Parent and Carer consultations with the Class Teacher. The SENDCO will aim to meet with each individual child's parent/carers at least once per year, more where appropriate. Class teachers have regular progress meetings with Senior Leaders in school, which includes the SENDCO and may request additional input directly from the SENDCO. You will be informed in writing regarding meeting dates and times. Professionals involved with your child will also be invited as appropriate. Upper Key Stage 2 children, as appropriate, will be invited to contribute to the meeting and share their views.

Any contact regarding your child is documented and stored safely.

For children with an Education Health and Care Plan (EHCP), progress is formally discussed within a Statutory Annual Review, with recommendations submitted to the Local Authority.

Our ultimate aim is to ensure that all pupils are supported to reach their full potential personally, socially, emotionally and academically, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.



Lemington Riverside Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and Disabilities policies and procedures. View ['Newcastle Local Offer'](https://www.newcastle.gov.uk/localoffer) here to access more information.



Parents can also contact their local [Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service](#) (formally known as **Parent Partnership Service**) for impartial information, advice and support in relation to their child's SEN and/or disability.

The **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS)** officer can be contacted on 0191 211 6255 or by email: sendiassadmin@newcastle.gov.uk

Opening Times:
Monday – Friday 9:00am – 5:00pm

Lemington Riverside Primary School entitlement offer to pupil with additional needs

For all children at Lemington Riverside Primary School who have an additional/ special educational need:

All pupils at Lemington Riverside have access to high quality first teaching, through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner's needs and to promote pupil progress. This is achieved through;

Working with families and professionals

- We have a fully qualified SENDCO, EWO/ Pastoral team who can provide advice and guidance to parents and staff.
- We work in partnership with parents/ carers/ families and other professionals to meet the needs of individual pupils.
- We operate a graduated response based upon need; assess, plan, do, review
- We work together to ensure any difficulties are quickly identified and an effective plan is put in place. This can be a child friendly individual My Support Plan.
- We involve the child, parents or carers and key staff members in the writing, implementing and reviewing of all pupil friendly individual and needs-based plans.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- 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](#).

In the classroom

- Each class has a fully qualified teacher and access to additional Teaching Assistant support. Further support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- Highly skilled, creative teachers and well-trained support staff who are dedicated to each pupils' academic, personal and social potential. We deliver high quality teaching, adapting the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- Appropriate and varied learning challenges, which takes a multi-sensory approach to cover all learning styles. Links, where possible, are made to real life and full cultural experiences of their community, the North East and beyond – see our [LRPS Experience](#).
- Teaching resources and intervention packages/ programmes are monitored and made available for all pupils.
- Lessons are as inclusive as possible and differentiated accordingly. Reflections and evaluations are considered to support the planning of every lesson. Appropriate learning challenges, which are differentiated through: extending or reducing challenges, varying the amount of adult or peer support given to complete the challenge, delivered to suit learning style – looking/ sight (visual), doing/practical (kinaesthetic), spoken (oral) or listening (auditory), different resources to help complete challenges and different outcomes of the challenge.
- We use research-led strategies to promote emotional well-being and conduct termly Thrive assessments that focus on emotional development for whole classes.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Pupil progress meetings are held termly to ensure that all pupils including those with a SEN are making appropriate progress and to identify any who are not so appropriate provision can be planned.
- Regular reviews are held for children who have a special educational and/ or disability need.

For pupils with a higher level of need or an Education Health and Care Plan (EHCP)

- Detailed planning and monitoring of progress
- Individualised programmes of work

- Annual reviews of statements of SEN or an EHCP with updated recommendations submitted to the local authority
- Multi-agency planning and assessment of targets at interim reviews

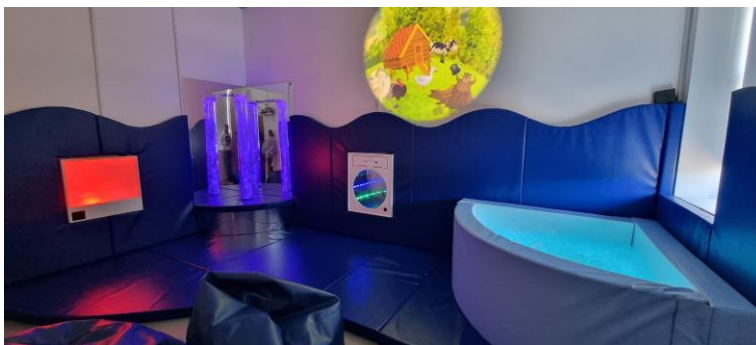

Wider School

- We ensure that the pupils experience a wide range of visits and trips that are, as far as possible, accessible to all our children.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- Pupils with SEND are represented across school on our school council, as digital leaders, eco leaders, head girl, head boy etc.

Moving on

- We offer support to all pupils and parents during periods of transition; Early Years to Key Stage 1, Year 6 to secondary School.
- We liaise closely with secondary schools at transition times to ensure that SEN pupils' information is clearly communicated and recommendations are heard so that the move to secondary school is as smooth as possible.

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>Communication and Interaction</p> <p>This may include;</p> <ul style="list-style-type: none"> • Autism Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) <p>Your child may need support with:</p> <ul style="list-style-type: none"> • Attention and listening skills • Understanding language • Using language • Speech sounds • Interacting with others • Speaking fluently 	<ul style="list-style-type: none"> • Nursery provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs. • NEW A brand new purpose built Sensory room.  <ul style="list-style-type: none"> • NEW The Bridge – our newly developed, additional teaching classroom, aimed to 'bridge' the gap for children who are unable to access whole class provision for all or part of the day. The Bridge access is decided by the SENDCO and other SLT members and is taught and led by our Early Years lead.  <ul style="list-style-type: none"> • Access to a variety of professionals to provide assessment, expertise and advice on how best to support each individual – SEND OS EYS, Thomas Bewick/ Hadrian






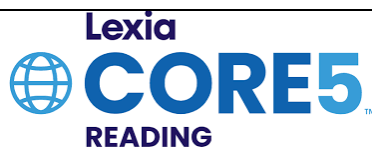
outreach, Communication & Interaction team, Educational psychology and Speech & Language.

- Teaching assistants who have specific training in delivering speech & language support, which is continuously developed through liaising regularly with Speech and language Therapists. Extra blocks of speech and language intervention are often possible through the schools link with Newcastle Speech and Language team, where final year students work in to Lemington Riverside to provide further support.
- Regular reviews with parents, staff and specialists to share information and ensure a supportive and consistent approach
- Individualised visual prompts for attention and listening skills, classroom organisation and daily activities.
- Visual timetables and Now & Then boards, according to need, to ensure children are supported in relation to the structure of the day; what is happening where, when and who with. It aims to promote independence, reduce anxiety, increase confidence, and build upon pupil's strengths as a visual learner, desire for routine, predictability and organization.



- Opportunity to communicate in different ways e.g. PECS, communication books, Makaton (EYFS)
- Multi-sensory approach to learning challenges
- I-pads and other ICT equipment to reduce barriers to learning where possible.
- Practical equipment for hands on learning and exploration – particularly for Maths and Science.
- Sand timers, ear defenders, individual carpet spots, fiddle toys and other resources to support a range of sensory needs and difficulties.
- Photographs, word banks and other visual resources
- Visual prompts for identifying facial expressions and emotions
- 'Toolkits' to support self-help strategies for situations pupils may find difficult
- Innovative and creative curriculum & teaching – topic led
- A variety of teaching and learning rooms, including areas of low/ distraction/ stimulus, edible garden, Fiction and non-fiction libraries, Pathways, forest school area etc.
- Support/ supervision provided for unstructured times of the day e.g. break, lunchtimes and transitions – outside organised games, indoor activities and Thrive provision.
- Small group or 1:1 targeted intervention programmes to improve skills in a variety of areas.
- Social Stories to help children manage a range of social situations successfully
- Lego Therapy
- Small intervention groups focusing on friendship, social skills and self-esteem
- Strategies/ programmes to support speech, language and communication development – some provided by SENTASS or Speech & Language services.
- Targeted provision for supporting speech sound production.
- Box time
- Reward systems to promote learning and enhance self-esteem.
- Support is offered to families and they are signposted to services/ organisations, which may offer support/ advice where appropriate, via the Local Offer.
- Support for developing understanding and use of new vocabulary. Pre-teaching

	<p>vocab/key facts support</p> <ul style="list-style-type: none"> Recordable devices for sequencing and memory TALKBOOST intervention programme for Nursery and Reception.
Type of SEN	Support provided in school
<p>Cognition and Learning Needs</p> <p>This may include;</p> <ul style="list-style-type: none"> Moderate Learning Difficulties (MLD) <ul style="list-style-type: none"> Learning new vocabulary and concepts Reading and spelling Memory Number and calculations General learning Specific Learning Difficulties (SpLD) <ul style="list-style-type: none"> Dyslexia Dyspraxia Dyscalculia ADD/ADHD Downs Syndrome 	<p>A range of interventions, strategies and resources, as outlined below, are planned accordingly to support access to the curriculum and to develop the skills for independent learning, for all pupils.</p> <ul style="list-style-type: none"> Early identification of needs through a graduated approach to teaching and learning. Nursery provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs. Math's mastery Mixed ability math's partners. Children are paired with a peer that can stretch, challenge or provide explanation when needed. RWI – Read Write Inc. All staff fully trained and RWI fully implemented across school, including daily small group phonics intervention, grouped accordingly and assessed half termly.  <ul style="list-style-type: none"> Interventions and strategies are put in place to promote and develop literacy and numeracy skills, knowledge and understanding e.g Lexia, Doodle Maths 1:1 and/ or Small group work with adult support if and when needed, which is reviewed regularly for effectiveness. Reduced class/ group sizes for literacy and numeracy teaching for children identified as working significantly below age-related expectations. Table top resources to promote independence and to ensure learning is multi-sensory and practical.  <p>Dyslexia & reading/ writing/ phonological difficulties;</p> <ul style="list-style-type: none"> Strategies and resources to support dyslexic pupils – e.g. additional processing/ thinking time for responding to questions, completing tasks, sharing ideas, use of coloured overlays, slope boards, pencil grips, word banks, alphabet arc, strategic seating, font size, paper colour Targeted intervention programmes to improve skills in a variety of areas; Sound linkage Lexia – full license for every child. Children access this at least 40 minutes per week in school and have home access log ins to access at home.



- TTR – TimesTable Rockstars – log ins for every pupil to also access at home
- Toe by toe



- Visual support for learning new words
- Support for sequencing skills
- Recordable devices to support memory for writing
- Daily reading and additional RWI phonics intervention
- Numbots intervention Early Years & KS1
- Technologies to support class work – ICT where it may help to reduce barriers to learning
- Specialist agency support such as SEND OS and Educational psychology to ensure any barriers to success are fully identified and responded to. Physical resources or aids are used where appropriate.
- Exam Access arrangements
- Reading buddies
- Advice and training for staff attending various CPD courses and from specific specialists.
- Parental involvement and support to include the family in the whole process. We assess pupils regularly and report progress to parents and staff – termly reviews held accordingly, with parents encouraged to keep in touch/ make appointments as regularly as needed.
- After school tuition available for every year group weekly
- Pupils with English as an Additional Language (EAL) are given curriculum support to ensure they are able to access all areas of learning, which is planned by each class teacher.

Type of SEN

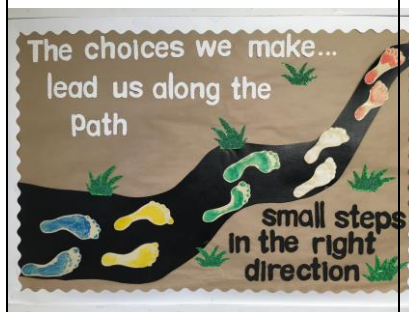
Social, Emotional and Mental Health Needs

This may include;

- Mental Health Condition
- Social Difficulties
- Emotional Difficulties

Support provided in school

- Nursery provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs.
- A Pastoral team, which consists of Special Educational Needs Coordinator (SENCO), Parent Welfare and Attendance Officer.
- Kalmer Counsellor and Educational Psychology.
- Effective pastoral care is provided for individual pupils, including Edible Garden activities, Thrive approaches and our developing Bridge provision.



Your child may need support with:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside of schools
- Disorders such as; Autism, ADHD/ADD, Attachment Disorder, Oppositional Defiance Disorder (ODD)



- Thrive Approach –approach using emotional language and strategies to support pupil's social and emotional development to ensure readiness to learn. This includes access to Thrive on line assessment and resource tools and two fully licensed Thrive Practitioners – Mrs Loise Annal & Mrs Karen Wakenshaw.
- LRPS Experience - At Lemington Riverside we provide a broad and creative curriculum, where the children are encouraged to follow their own interests and lead the learning. A range of fully funded visitors, visits and trips are arranged regularly to enhance the experiences of all pupils.
- The Bridge - alternative provision for pupil's who are experiencing difficulties accessing learning due to social, emotional and mental health difficulties. The amount of time pupil's access The Bridge provision varies depending on need; could be 1 x ½ hour per week, to daily intervention. The Bridge includes elements of; Thrive, 1:1 work, drawing and talking, Counselling, drama, edible Garden and creative work. Access to The Bridge provision allows us to effectively assess and support pupils experiencing social, emotional and mental health difficulties, with the aim of successfully remaining in mainstream or identifying an alternative, appropriate provision.
- Our behaviour management systems are based on positive and preventative reinforcement, where all our pupils are valued and made to feel special just for being them.
- Pupils are encouraged to make positive decisions in regards to behavioural choices.
- A behaviour policy, which identifies our whole school approach to managing behaviour, including reasonable adjustments/ changes that can be made to reduce fixed and permanent exclusions.
- Behaviour support Plans and Positive handling plans.
- A variety of positive reward systems and clear expectations are set according to age and individual class needs.
- Continuous training to increase staff knowledge and expertise to aid in the early identification of social, emotional and mental health problems, which ensures that they receive appropriate interventions at a sufficiently early age.
- The promotion of pupils emotional wellbeing to support pupils to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults through;
- Encouraging good physical health, eating a balanced diet and getting regular exercise – we have a carefully planned and effective PE curriculum
- Providing opportunities for all pupils to partake in free and creative play, indoors and outdoors.
- Staff members trained in delivering Forest school sessions.



- An Attendance, Welfare and parent support Officer (WO) – Mrs Kim Cole. Kim supports families and helps to ensure our pupils and parents feel safe, secure and supported. She has a vast amount of experience and knowledge and is able to signpost families to services/ organisations, which may offer support/ advice where appropriate, via the local offer.
- We liaise with other professionals through timely referrals to services such as Children and Young Persons Services (CYPS), Educational Psychology (EP), Children's Social Care (CSC), school health, doctors and paediatricians.
- All staff receives advice and training from specialists.
- We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.
- We use small-group targeted programmes to improve social skills and emotional resilience.



- Individual plans are created to support individual vulnerable pupils. These are reviewed regularly to ensure progress is being made.

Type of SEN

Sensory and Physical Needs

This may include;

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disabilities
- Multi- Sensory Impairment
- Medical Needs



Your child may need support with:

Support provided in school

- Nursery provision – allows school to provide a learning rich environment through free play, modelling language and vocabulary, new experiences and early social skills. Earlier start also allows for the early identification of any special educational needs.
- NEW A brand new purpose built Sensory room.



- Individualised resources to support vision and hearing within class.
- PE in school follows a tailored curriculum, which involves all children from nursery to year 6. Adjustments are made accordingly to be inclusive of all needs.
- Sports and other clubs are available for all pupils.
- Access to technology to enhance individual pupil's access to the curriculum
- Medical care plans – named member of staff responsible for administering medicines
- Individualised programmes to support fine and gross motor coordination provided by a key member of staff – may refer to occupational therapy

- Vision
- Hearing
- Gross-motor co-ordination
- Fine-motor co-ordination
- Medical conditions such as epilepsy, diabetes
- Conditions such as dyspraxia, Autistic Spectrum Disorder



programmes.



- Additional handwriting support through targeted intervention programmes e.g. Teodorescu. Write from the start
- Exam and assessment access arrangements.
- Specialist input from services within SEND OS, Newcastle Children's Vision Team and Hearing Impairment Team – advice, support and training for staff.
- We provide support and aids to ensure access to the curriculum and develop independent learning
- Staff work with specialists from outside the school during relevant training and professional development to support children with a range of significant medical needs and sensory and/or physical needs
- Resources and items to encourage sensory exploration and opportunities for proprioception activities.
- Physical aids and resources where necessary or advised by specialists e.g. posture cushions, pencil grips, spring scissors, therapy putty
- We make every effort to be as accessible as possible, for example, disabled toilet facilities (see Accessibility Plan)
- Staff understand and follow the medicine administration policy. Designated first aid training is provided
- 1:1 and small group support for gross and fine motor skills in the classroom as and when required – sessions such as dough disco
- Alternative ways of recording ideas/ writing/ investigations
- Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children
- We offer support to families and we signpost them to services/ organisations, which offer support/ advice where appropriate, via the Local Offer

If you have any concerns about your child's educational needs (SEN), progress or provision we encourage you to come into school and discuss matters further with your child's class teacher, in the first instance, or/ followed by the school Special Educational Needs Coordinator (SENDCO). Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Other useful documents such as our SEND Policy and Accessibility policy are available on the school website [Welcome to Lemington Riverside Primary School](#) . If you would like further information about what Lemington Riverside Primary can offer, then please do not hesitate to contact Mrs Loise Annal the SENDCO directly on: 0191 2674315 or e-mail: loise.annal@lemingtonriverside.newcastle.sch.uk

Author: Mrs Loise Annal

Date: September 2023