

Lemington Riverside Primary School



Special Educational Needs Information – September 2018

Lemington Riverside Primary School is a fully inclusive school.

We aim to ensure that opportunities exist for everyone to reach their full potential by consistently promoting high standards in a happy, safe and secure environment of which we can be proud.

We also ensure that all children are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs.

We have a fully qualified SENCO (Special Educational Needs Coordinator) who is on the Senior Management Team and works very closely with our Family Support Officer, Attendance Officer and other professionals from a wider range of services. We also employ a counsellor to support children with difficulties that they may encounter during their time in school such as bereavement, relationships, emotional or mental health difficulties and self-esteem issues.

This document is intended to give families general information about ways in which we support our children with special educational needs or disabilities to reach their full potential.

The strategies, resources and support explained are continually developed and our provision modified to meet the changing requirements of individual children. We also understand that every child is unique and therefore will receive provision and support to suit their individual needs.

Lemington Riverside Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view Newcastle Local Offer [here](#).

If you would like further information about our offer then please do not hesitate to contact us on 0191 2674315.

For all children at Lemington Riverside Primary School with an additional need :

- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We use child friendly individual education plans which clearly state the child's area of need, their targets and the provision and resources to be implemented to support them in attaining their targets
- We involve the child (if appropriate), parents or carers and staff in writing, implementing and reviewing the individual education plans.
- We differentiate the curriculum and resources to meet the needs of individual children and to promote pupil progress
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We ensure that there is access to teaching and learning for children with SEND which is monitored through the school's self evaluation process. Lessons are inclusive with adjustments made according to need.
- We evaluate the impact of intervention and strategies on a termly basis and adjust accordingly.
- We hold termly review meetings for children with a higher level of SEN
- We ensure that our school activities and visits, as far as possible, are accessible to all our SEND children.
- Support staff are strategically placed throughout the school to ensure progress, independence and value for money.
- Staff will receive on-going appropriate training in relation to children's needs.
- We have a fully qualified SENCO who can provide advice and guidance to staff
- 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 (see school website)
- We offer Home to Nursery, Nursery to Reception, Reception to Year 1, KS1 to KS2 and Primary to Secondary transition support for children and parents.
- We liaise closely with secondary schools at transition times to ensure that SEN children's information is clearly communicated and recommendations are heard in order to ensure smooth transition.

Specific provision is also provided for the different areas of need:

- **Communication and interaction**
- **Social, Emotional and Mental Health Needs**
- **Cognition and Learning Needs**
- **Sensory and /or Physical Needs**

Type of SEN for which provision is made at Lemington Riverside Primary School	Support / Provision made at Lemington Riverside Primary School
<p>Communication and Interaction</p> <p>This may include:</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders (ASD) • Speech, Language and Communication Needs (SLCN) 	<ul style="list-style-type: none"> • We use visual timetables to support children to understand the daily routines and according to need. • We can provide areas of low distraction / stimulus where appropriate • We support children during times of stress or anxiety • We offer social skills support including strategies to enhance self-esteem and friendship groups • We offer support and supervision at unstructured times of the day e.g. break and lunchtime • We use ICT where possible to reduce barriers to learning • We have resources to support children with speech and language difficulties • We offer small group or one-to one support for developing children's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists • Opportunity to communicate in various ways e.g. Makaton
<p>Social, Emotional and Mental Health Difficulties</p>	<ul style="list-style-type: none"> • Clear sanctions and rewards are followed to offer children structure and routines – Behaviour Policy • Behaviour management systems are based on encouraging children to make positive decisions about behavioural choices • We identify where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are carried out to ensure the safety and inclusion of all children in all activities • We offer small group or one to one support to children to improve social skills and emotional resilience • We have two Thrive Practitioners • We seek support from outside agencies such as the School Health Advisor and the Children and Young People's Service (CYPS)

<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<ul style="list-style-type: none"> • We use strategies to promote and develop literacy and mathematical skills with increasing independence • We offer targeted small group support in class from the class teacher and teaching assistants • Small group or one to one intervention programmes are delivered to improve skills in reading, writing and maths e.g. Rapid Reading, Rapid Writing, Rapid Maths, Lexia, Toe by Toe • Small group daily phonics teaching for EYFS and KS1 children at their level of development • Differentiated phonics teaching or repetition of key learning at the Phase of Letters and Sounds in KS2 if appropriate • We use ICT to reduce barriers to learning where possible e.g. RM Maths, Lexia • We use a range of resources to reduce barriers to learning e.g. Coloured overlays, word banks etc • We seek support and advice from SENTASS to ensure any barriers are identified and responded to • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Additional processing / thinking time for responding to questions, completing tasks, sharing ideas etc
<p>Sensory and Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> ○ Hearing Impairment (HI) ○ Visual Impairment (VI) ○ Multi-sensory Impairment ○ Physical Disabilities ○ Medical Needs 	<ul style="list-style-type: none"> • We seek advice and guidance from SENTASS as necessary to meet the needs of individual children • We seek and act on advice and guidance for children with significant medical needs • We work closely with the Occupational Therapy Service to deliver and monitor therapeutic programmes • Physical aids or resources where necessary or where advised by specialists e.g. Pencil grips, spring scissors, cushions etc • We provide support with personal and intimate care if and when needed. • All entrances to our school allow wheelchair access. • Staff understand and apply the medicine administration policy. Designated first aid staff are assigned to breaks, lunchtimes, visits. • Additional handwriting support through targeted

	<p>intervention when needed.</p> <ul style="list-style-type: none"> • One to one support for gross and fine motor skills in the classroom and as required. • Alternative ways of recording ideas / writing if appropriate
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If you have any concerns about your child's SEN, progress or provision we urge you to come into school and discuss matters further with your child's class teacher or the SENCO.

Parents can contact the local Send Information, Advice and Support Service for impartial information, advice and support in relation to their child's SEN and /disability.

The Lead Specialist for the Service can be contacted on 0191 284 0480 or by e-mail: judith.lane@newcastle.gov.uk

Northeast Special Needs Network supports families with disabled children/ young people from birth to 25 years.

**Contact details:
 Northeast Special Needs Network
 Northern Counties Site
 Tankerville Terrace
 Jesmond
 Newcastle upon Tyne
 NE2 3BB**

**Phone and fax
 Admin: 0191 281 2485**

Family Advice Workers: 0191 281 2255

Email: admin@nsnn.org.uk