



SEND Information Report 2025-26

SENCO: Miss Joanna Thompson

SEND Governor: Mrs Cathy Hogan

SEND Information Report

Rockcliffe First School is a fully inclusive school which aims to ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. We are committed to ensuring that all children, including those with Special Educational Needs or Disabilities [SEND], receive a high quality, accessible and inclusive curriculum. We aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can.

We aim to remove barriers to learning and participation to promote the development of all children as independent learners. We understand and acknowledge that children have individual educational needs and require personalised strategies for learning and participation. We endeavour to meet individual needs as we know that children benefit from a range of different teaching approaches and experiences.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

Who is responsible for Special Educational Needs at Rockcliffe First School?

The Special Educational Needs and Disabilities Coordinator (SENDCO) at Rockcliffe is Miss Joanna Thompson. The advocates for SEND on the Senior Management Team are Joanna Thompson and Lynsey Duggan, EYFS Leader and Assistant SENCO. Miss Thompson can be contacted through the school telephone number: 0191 6434100, by letter, by email at office@rockcliffeschool.org.uk or by personal appointment. She is happy to discuss the special needs of any pupils with their parents/carers. The SEND governor, Mrs. Mary Evans, can also be contacted via the school office.

What is the role of the SENDCO?

The SENDCO, along with the Headteacher, co-ordinates the provision for pupils with special educational needs and disabilities, promotes inclusion throughout the school and oversees the day to day running of the school's SEND policy. The SENDCO liaises, advises and supports class teachers with SEND issues.

Identification of SEND

Rockcliffe First School uses the SEND ranges, in line with Local Authority policy, to identify children's needs. The broad areas of SEND are difficulties in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In school the class teacher informs the Special Educational Needs and Disabilities Coordinator (SENDCO) of any concerns if a child's progress, in any of the areas above:

- is significantly slower than that of their peers from their starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- causes the attainment gap to widen

Following a concern, school-based observations will be carried out to identify barriers to learning for your child. Slow progress and low attainment does not automatically mean a child is placed on our SEND register. Discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child needs targeted provision that is additional or different to what is usually provided then, with parents'/carers' agreement, they will be entered on the SEND register to receive SEND Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a

holistic approach of support for each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our in-house assessment process. There are regular opportunities for parents to discuss the progress of their child.

What will happen if my child has been identified as having difficulties with learning?

High quality teaching, adapted for individual children, is the first step in responding to children who have or may have SEND. Class teachers will usually be the first to identify that a child may be experiencing difficulty and need some extra support. When a concern is initially raised the class teacher will take steps to address the issue. At this point parents/carers are consulted and a specific intervention (an individual or group programme tailored to the needs of the child) is put in place. The progress of the child is assessed and often at this point the child has caught up and needs no further support.

If little or no progress is noted after this time then the child, with permission from the parent/carer, will be added to the SEND register at SEN support level. To support children with SEND we adopt a graduated approach to working with your child. At every stage what school and parents want the child to achieve is paramount.

Your child's teacher will '**Assess, Plan, Do and Review**' the learning of **all** children. The teacher will regularly observe and assess children and then plan an engaging and challenging curriculum. This is a four stage process. When a child has been identified as having additional needs (SEND) then the '**Assess, Plan, Do and Review**' cycle is carried out on a personal level for the child.

Assess- This involves using the information the teacher has gathered about the child as well that of parents and sometimes teaching assistants who have worked with the child.

Plan- The first stage of planning is always to consider how a child's additional needs can be met on a daily basis in the classroom, and what sort of adaptations and additional resources might be needed. In addition the teacher will decide whether a child might be given some individual or small group support. The teacher along with parental input will decide on the next steps in the child's learning and record these as targets on an Individual Educational Plan (IEP).

Do- The class teacher, along with appropriately trained and experienced teaching assistants, will carry out the additional support for the child as outlined on the IEP. This will be monitored on a regular basis and changes made if necessary.

Review- The class teacher will measure the success of the programmes and additional support given to the child. The teacher, along with parents/carers and sometimes the child, will then decide on the next steps.

What are the different types of support available for children with SEND at Rockcliffe First School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or an outside agency) may be in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

The groups, often called Intervention groups by schools, may be

- Run in the classroom or in a Nurture room.

- Run by a teacher or most often a Teaching Assistant who has had training to run these groups.

SEND code of Practice (June 2014) stage of support - SCHOOL SUPPORT means that your child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/she will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant/teacher will run these small group sessions using the teacher's plan or the intervention plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

SEND code of Practice (June 2014) stage of support - SEND SUPPORT means that your child has been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for pupils with a hearing or visual need), the North Tyneside Dyslexia Team (NTDT), the Language and Communication Team (LCT) or the Education Psychology Service (EPS);
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Child and Adolescent Mental Health Service (CAMHS) or the Occupational Therapy Team (OT).

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Educational Psychologist or North Tyneside Dyslexia Team specialist.

This will help the school, and you as parents/ carers, understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them more effectively;
- Support to set better targets which will include their specific expertise;
- A group run by school staff under the guidance of the outside professional e.g. a social skills group;
- Group or individual work with an outside professional.

The school may suggest that your child needs some degree of individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

SEND code of Practice (June 2014) stage of support – SPECIFIED INDIVIDUAL SUPPORT

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need), the North Tyneside Dyslexia Team (NTDT), the Language and Communication Team (LCT) or the Education Psychology Service (EPS);
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Child and Adolescent Mental Health Service (CAMHS) or the Occupational Therapy Team (OT).

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's

needs. This is a legal process which sets out the amount of support that will be provided for your child.

- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to start a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs and giving their advice to be included on the EHC Plan. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and if they need more support in school to make good progress. If this is the case, they will write an EHC Plan.

If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to help your child make as much progress as possible.

- An EHC Plan will outline the desired outcomes from the support which is being put in place. It will have long and short-term goals for your child.

- This may mean that an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child or it may mean that your child will attend an alternative provision (school).

This type of support is available for children whose learning needs are:

- Severe, complex and/or lifelong
- Dependent on specialist individual support in order for them to make progress in their learning

Who are the professionals who offer support and advice to school? Pupil

and Student Services:

- Educational Psychology – the work of the educational psychologist is co-ordinated by the SENDCO through the service level agreement.
- Dyslexia Assessment Team – A specialist team of qualified experienced teachers of specific learning difficulties (Dyslexia and Dyscalculia)
- Teachers for the Visually Impaired – Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with sight impairment.
- Teachers for the Hearing Impaired – Specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with hearing impairment.
- Language and Communication Team – Specialist teachers providing assessment, monitoring and advice for teachers, parents/carers and pupils with language and communication difficulties.
- Primary Outreach – A specialist team supporting children with a range of SEMH needs and presentations.

Health Service

- Speech and Language Therapists (SALT) – A specialist team able to offer advice, language therapy programmes, training, advice and support to teachers, parents/carers and pupils with specific language difficulties.
- Public Health Nurses – Nurses give training and support on such issues as EpiPen use, asthma, toilet-training, and food allergies.
- Child and Adolescent Mental Health Service (CAMHS) – This service provides specialist advice and support from a team of psychiatrists and counsellors. Referrals can be made through school, Public Health Nurses, or the family GP.
- Paediatric Physiotherapy – A specialist team available to advise pupils, parents/carers and teachers.
- Paediatric Occupational Therapy – A specialist team available to advise pupils, parents/carers and teachers.

How does Rockcliffe First School teach, support and adapt the environment for children with SEND? The curriculum is differentiated to match tasks to individual ability, supported through Individual Education Plans (IEPs). The Nurture Team, teaching assistants and qualified teachers support individual children and small groups on very specific intervention targets and programmes; using a variety of teaching approaches catering for different learning styles. Maintaining high and realistic expectations for every individual is at the

heart of our ethos and practice.

We offer alternative means of accessing the delivery of the curriculum. Learning and recording with the use of specialist equipment and through ICT are regularly planned in response to review outcomes; where the school and family feel a child would benefit from a curriculum adjustment, personalised timetable or specialist resource, the school strives to provide this. Half termly tracking ensures the success of such adaptations are clearly evidenced and reviewed.

Utilising staff expertise, school resources and our environment, we are able to provide a range of levels of support and ensure that children are learning in an environment which is suitable for them as an individual. By means of 1:1 support, specific small group support and teaching, interventions and focus groups, children are able to follow an individual or adapted timetable and curriculum where appropriate. At all times inclusion rather than exclusion is our aim and focus. We strive to ensure that all children feel happy and safe in our school and continue to make progress.

How are children involved in planning for their learning?

In Key Stages 1 and 2, SEND children have the opportunity to discuss and develop the targets on their IEPs. They are given an individual booklet where their IEP targets are set out for them and they use this to support and monitor their learning. Pupils with SEND who have an EHCP are involved in their annual reviews in a manner appropriate to their maturity. Pupils are invited to attend at least part of the meeting if this is felt to be appropriate. All pupils will be given the opportunity to outline their own strengths, areas of development and wishes and help set targets for the future before their annual review.

How are parents/carers kept informed about their child's progress?

We encourage parents/carers to make an active contribution to their child's education. Once an initial concern has been registered by school, parents/carers will be informed by the class teacher and their concerns and views will always be actively sought. School will always request parental permission before involving any outside agency to support children. Parents'/carers' views/contributions will be sought in the writing and implementation of IEP targets. Parents/carers are invited to attend termly review meetings to discuss provision/progress and set new IEP targets. Formal meetings with parents/carers are held once a year where parents/carers can discuss their child's progress and share concerns etc with class and subject teachers (Annual Review).

The SENDCO is also available to meet parents/carers informally or by appointment to discuss SEND issues. Children who have an EHCP will have a formal review once per year (Annual Review). Parents are invited to this meeting as well as the professionals involved with the child. Parental views and those of the child will be taken into account.

How does Rockcliffe First School evaluate the effectiveness of provision for children with SEND?

Provision for all pupils is regularly and carefully monitored and evaluated via scrutiny of assessment outcomes and progress against curriculum targets, review of IEPs, scrutiny of planning and of pupils' work, discussions with pupils, parents/carers and members of staff, learning walks, etc. The views of parents and carers are regularly sought during termly consultation meetings, annual surveys and SEND review meetings.

The views of our pupils are sought via School Council meetings, assemblies, participation in local authority surveys, and whole-class, group and one to one discussions with teachers and teaching assistants. The views of members of staff are sought during training days, staff meetings, phase group meetings, performance management interviews and discussions with the SENDCO (during **every** Key Stage meeting, children with SEND are discussed and their progress and provision informally reviewed.). The views of governors are sought during full governing body and committee meetings and discussions at other times with the SEND governor and SENDCO. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

What support do we have for you as a parent/carer of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, offering the opportunity to share information about what is working well at home and school, so similar

strategies can be used. You can make an appointment, with the class teacher, at the school office.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can also arrange this, via the school office.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report, which can be looked at together with the class teacher and/or SENDCO.
- IEPs will be reviewed termly and shared with you.
- Homework will be adjusted as needed to your child's individual needs.
- Home/school communication can be carried out by telephone, face-to-face, via a written diary or using the 'See-Saw' app.
- Parents/carers can seek impartial advice regarding SEND from North Tyneside's SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) team, by emailing SENDIASS@northtyneside.gov.uk or by telephoning (0191) 643 8313 or (0191) 643 8317.

What should parents/carers do if they are not satisfied with the support being offered to their child with SEND?

Parents/carers who are unhappy with the SEND provision in school should in the first instance discuss their concerns with the class teacher. If a parent remains concerned, further discussion should take place with the SENDCO and Headteacher. If parents/carers feel their complaints have not been addressed adequately then they may take their complaints to the SEND Governor who can consider appropriate action with other members of the Governing Body. If parents still remain concerned they can refer to the LA.

How does Rockcliffe First School prepare and support my child when joining the school, transferring to a new school or transitioning to a new year group?

We know that transition can be a difficult time for children with SEND. We plan comprehensive transition programmes for all SEND children.

For early years children, Rockcliffe reception teachers and the SENDCO liaise with nursery settings and the children are invited to several visits. These include two where they are able to stay for a school lunch, one of which is supported by a parent.

Children joining Rockcliffe at other times are invited to visit school, and spend a day in their new class. Teachers from the previous school and the Rockcliffe SENDCO speak by telephone to discuss the needs of these children when appropriate.

When a child moves to a new school we will contact the new school and give details of any support and special arrangements needed by the child. We will make sure records about your child are passed on as soon as possible.

When moving to a new class, opportunities will be created for your child to meet his/her new teacher on several occasions. In summer term, your child's current class teacher will meet with their new teacher to discuss the needs of your child and set IEP targets for the autumn term. When children are due to move on to middle school, a transition meeting is held to plan a transition programme to support SEND children, so that the move to their new school is a smooth and happy one. Parents are invited to a transition meeting with the new school SENDCO and year leader/class teacher.

The Rockcliffe SENDCO will meet with the SENDCO from the receiving school to discuss the needs of the child. SEND children have extra visits to their new school planned for them, depending upon their need. They will be accompanied by an adult with whom they are comfortable. If a child can be supported by a transition book (to include photographs of school, classrooms, maps, staff etc) then one will be created.

What training is provided for school staff on special educational needs?

The school recognises the importance of keeping up to date of new initiatives in SEND, and ensuring that all members of staff are given the appropriate training in order to support pupils with SEND.

The SENDCO attends courses related to SEND issues run by the LA, including network meetings, after which relevant information is disseminated to the whole staff by the SENDCO. All teachers and teaching assistants

attend SEND-related training sessions. This is often part of in-school training. SEND issues are addressed in whole school INSET days and staff meetings.

Specialist staff are brought in to give in-school training and support for specific needs. This includes members of the Language and Communication Team, Dyslexia Team, Teachers of the Deaf and Educational Psychologists. Early Career Teachers (ECT) and other members of staff new to Rockcliffe are provided with SEND training as part of the induction process.

All Rockcliffe staff have completed training by The North Tyneside Dyslexia Team and have gained an award in becoming a recognised 'Dyslexia Friendly School'.

How are children with social and emotional difficulties supported?

Here at Rockcliffe we understand the importance of emotional health and wellbeing. We are an inclusive school and are aware that there are many reasons why a child may be displaying these difficulties in school and the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents/carers as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together.

Each situation is unique so support will be individually planned and may include:

- Nurture groups
- Individual reward systems to raise self esteem
- Support from a SEND Teaching Assistant
- Thrive Programme to support social and emotional wellbeing
- Additional 1:1 intervention to build positive relationships
- Lunch time clubs and activities
- Lego Group to build communication and co-operation skills

How will my child be included in activities with other children, including educational visits?

At Rockcliffe First School we are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents/carers and pupils to listen to their views, feelings and wishes so as to ensure pupils with SEND have equal opportunities.

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 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.

If you would like further information about what we offer at Rockcliffe First School, please contact Miss Joanna Thompson, via the school office, by calling in person or phoning (0191) 643 4100.

Should you wish to find out more about North Tyneside's Local Offer, please follow this link: [Local Offer: Special Educational Needs and Disabilities \(SEND\) | North Tyneside Council](#)

Rockcliffe First School Entitlement Offer

School entitlement offer to pupils with additional needs	
Type of SEND for which provision is made at the school	Type of support
<p>Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans involving pupils, parents/carers and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self- esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
	<ul style="list-style-type: none"> • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies and sensory resources to reduce anxiety/promote emotional wellbeing. • 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 SEND is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social & emotional support. • Our SENDCO can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils’ needs within the classroom. Various practitioners are specifically trained in identifying and supporting children with ASC, Attachment Disorder and Speech and Language difficulties. • Support is offered to families from SENDCO (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/ advice where appropriate, via the Local Offer.

<p>Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children / young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans involving pupils, parents/carers and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy/memory. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes and 1:1 intensive interventions 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 SEND is monitored through the school’s self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEND. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Our SENDCO can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils’ needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis. • Support is offered to families from SENDCO (outreach service is available to support children and families) and they are signposted to
---	---

	<p>services/organisations which may offer support/ advice where appropriate, via the Local Offer.</p>
--	---

<p>Behavioural, Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<ul style="list-style-type: none"> • The school ethos values all pupils. • Positive behaviour strategies are used within the classroom and as part of the whole school behaviour policy • The schools behaviour policy identifies where reasonable adjustments /changes can be made to ensure the need for exclusion is kept to a minimum. • 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 staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group and or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families from SENDCO (outreach service is available to support children and families) and they are signposted to services/organisations which may offer support/ advice where appropriate, via the Local Offer.
<p>Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).</p>	<ul style="list-style-type: none"> • Advice and guidance from the Local Authority’s Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions and health care plans, devised by school nurse in conjunction with other medical professionals and parents/carers. • Access to strategies/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. • Staff understand and apply the medicine administration policy. • The SENDCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/ organisations which may offer support/advice where appropriate, via the Local Offer. • The school has accessible toilets/facilities.