



At Lobley Hill Primary School we aim to ‘Be the Best We Can Be’ through being curious, adventurous and respectful in order to achieve personal excellence.

Lobley Hill Primary School Special Educational Needs and Disability Report- Statutory information for School Website

Approved by:	Governing Body	Date: March 2024
Last reviewed on:	December 2023	
Next review due by:	December 2024	



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Welcome to our Special Educational Needs and Disabilities (SEND) Information Report. By scrolling below, you can find the particular areas of the SEND Report that you would like to read.

At Lobley Hill Primary School, we recognise that all children are entitled to a quality of provision that will enable them to achieve their full potential. We are passionate in ensuring that our curriculum is adapted for all of our learners to access at their own level. Our inclusive ideals are grounded in the following principles:

- Early and positive intervention;
- Clear and consistent communication with children and parents/carers;
- Removing and/or challenging barriers to learning;
- Raising expectations and levels of achievement;
- Creating ambitious, yet realistic, targets for all learners;
- Working with external agencies to provide an improved curriculum for children.

We believe that in sticking to these beliefs, all children (including those with a special educational need or disability) will have suitable opportunities to be the best they can be.

Our school recognises there are groups of children whose circumstances require additional consideration by those who work with them to support their special educational need and/or disability.

To ensure all staff are aware of the importance of creating a personalised curriculum for learners who have additional educational needs, Lobley Hill Primary School have appointed Miss McHugh as Special Educational Needs Co-Ordinator (SENCo). Miss McHugh is an active part of the Middle Leadership Team at school and consults daily with Senior Leaders.

All staff at Lobley Hill Primary School ensure that all children, regardless of their specific needs/barriers to learning, make the best possible progress. We aspire for all of our learners to be the best they can be.



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Types of additional and special needs

As per the [Special Needs Code of Practice \(2015\)](#), Special Educational Needs and Disabilities can be divided into four broad areas.

- Communication and Interaction
This area of need includes children with Autism Spectrum Condition (ASC), and those with Speech, Language and Communication Needs.
- Cognition and Learning
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.
- Social, Emotional and Mental Health Needs
This includes any children who have an emotional, social or mental health need that is impacting their ability to learn.
- Sensory and/or Physical Needs
This area includes children with a hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Contacts

Parents/Carers should contact their child’s class teacher regarding a concern in relation to SEND. The SENCo and/or Family Support Worker may become involved if appropriate and, in some cases, the Deputy Headteachers and/or Headteacher may be involved in some conversations/the decision making process. We ask that parents/carers adhere to this model where possible, to ensure the correct professionals are involved.

<u>Name of contact</u>	<u>Role in school</u>
Andrew Beattie	Deputy Headteacher/Leader of Learning KS2
Angela Carruthers	Designated SEND Governor
Kathryn Jobling	Family Support Worker
Sarah McHugh	SENCo
Carl Sutherland	Acting Headteacher
Lorna Wood-Williams	Deputy Headteacher/Leader of Learning Early Years/KS1

Alternatively, you can ring the school office on 0191 4334080 and they will direct you to the appropriate person.



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Gateshead’s Local Offer

Please visit: <https://gateshead-localoffer.org>

What you need to know about the Local Offer

The Department for Education has created a Local Offer Guide and video which explains what is meant by "Local Offer" and what you can expect from your local authority.

Information, Advice, Services and Support

The world of SEND can be confusing but help is at hand! There are a number of services and people in Gateshead that can help you to understand the...

[read more](#)

Education

This section contains information about the support available for children and young people aged 0-25 with Special Educational Needs (SEN) or...

[read more](#)

Health

This section provides information about the health professionals and services that support children and young people with special educational needs...

[read more](#)

From September 2014, Local Authorities (LA) and schools are required to publish, and keep under review, information about services they expect to be available for children and young people with special educational needs and disabilities aged 20 – 25. This is called the ‘Local Offer’.

In partnership with parents and carers, Gateshead Council and the Health Service have coproduced a booklet. Included in the document, is a variety of information designed to inform those looking after and working with children whom have an identified special need about support strategies and services available, in addition to legal requirements of such facilities. This document was published following the September 2014 document entitled, ‘The Special Educational Needs and Disability Code of Practice’. Gateshead Council accept that this is a working document and will seek to review it every 12 months.

Promoting Equality: Statement of Intent

At Lobley Hill Primary School, we are committed to equality. We aim for each and every pupil to fulfil their potential – no matter what their learning needs are or any barriers to learning they might have. Our school is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families.

We aim to:

- Provide a secure and accessible environment in which all children can flourish and where all contributions are considered and valued;
- Include and value the contribution of all families to our understanding of equality and diversity;



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- Provide positive, non-stereotyping, information about gender roles, diverse ethnic and cultural groups and disabled people;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Make inclusion a thread that runs through all of the activities of the school.

Lobley Hill Primary School prides itself on being an inclusive school and will endeavour to support every child, regardless of their level of need. All children follow the National Curriculum at a level and pace deemed appropriate to their abilities. At times and when deemed appropriate, modifications to the curriculum may be implemented. Parents/carers are involved in this process and are invited into school regularly to see what this looks like.

To successfully match pupil ability to the curriculum, there are some actions we make take to achieve this. These include but are not limited to:

- Ensuring that all children have access to the school curriculum and all activities;
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have;
- Ensure that all teaching staff are aware and sensitive to the needs of all children, teaching children in a way that is more appropriate to their needs;
- Children to gain confidence and improve their self-esteem;
- To work in partnership with parents/carers, children and relevant external agencies in order to provide for childrens’ special educational needs and disabilities;
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional);
- To ensure children with special needs are represented within after-school clubs;
- To promote self-esteem, self-worth and enthusiasm by encouraging independence at all age and ability levels;
- To give every child the entitlement to a sense of achievement;
- To regularly review the policy and practice in order to achieve best practice.

We have a total communication approach at Lobley Hill Primary School. As outlined in our SEND Policy, it is our responsibility to adapt high quality learning opportunities for all of our learners in school.

The total communication approach is about finding and using the right combination of communication methods for each child. This approach helps an individual to form connections, ensures successful interactions and supports information exchanges and conversations.

We are in the process of adapting our whole school environment with ‘Widgit’ symbols. These are simply-drawn, colourful symbols, that illustrate a single concept in a clear and concise way (you may have seen these in health settings before). You will see these as you explore our environment at Lobley Hill. We also use these symbols to support with teaching children new vocabulary and giving instructions so you may see them on resources we use with the children (these may be black and white or in colour).

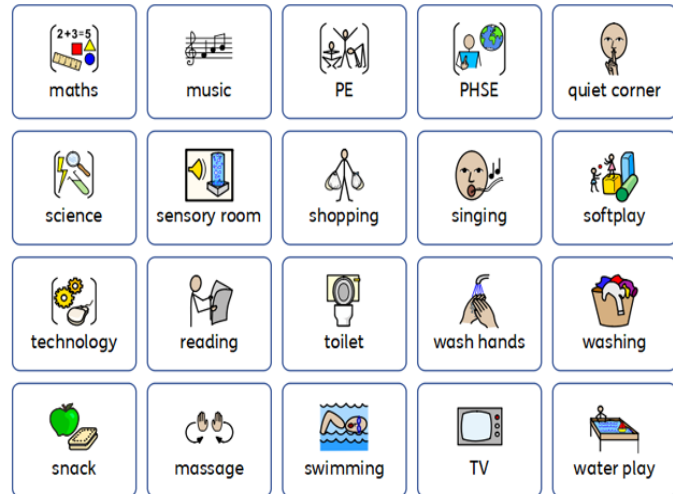


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Please read our SEND Policy for further information on the above.

School Admission

At Lobley Hill Primary School, we are committed to meeting the needs of all children. When possible, we ask that parents/carers discuss the identified needs/barriers to learning with school prior to starting. This ensures that appropriate interventions and support can be planned and implemented in advance, as well as a higher chance of a positive and smooth transition into our school. In some cases, it might be useful for staff to observe your child in their current setting and to speak to their current support staff. Advice from the Local Authority or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Gateshead Council document, 'Admission to Primary School Booklet'.

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Transfers need to take place via an Action Planning Meeting (APM) or an Annual Review (AR) and consultations will follow.

Parents/carers continue to have the right to request a particular school and this will be considered alongside all information provided in relation to a child's special needs. The information would have been provided as part of the Education, Health and Care assessment following the review meeting.

Special needs at Lobley Hill Primary School

Lobley Hill Primary School is a mainstream, state funded school in the heart of Gateshead. We enjoy educating all of our children. The school motto is, 'Be the best you can be'. The fabric of our school is based on inclusion, fairness and providing opportunities for all children to learn, play and develop.



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In our school, we educate children with a variety of additional needs. These include:

- Those who present with Autistic Spectrum Condition;
- Those who present with Dyspraxia;
- Those who present with Dyslexia;
- Those with Speech, Language and Communication needs;
- Those with Moderate Learning Difficulties;
- Those with sensory needs;
- Children with emotional, physical, behavioural and social needs;
- Children who are young carers.

Supporting Teaching and Learning at Lobley Hill Primary School

There are a variety of levels of support we offer at Lobley Hill Primary School. These are as follows:

Quality First teaching – personalised to the needs of your child

Following tracking and assessment of your child's learning, class teachers (along with Key Stage leaders and teaching assistants) can identify gaps in your child's progress. Together with the SENCo (and occasionally outside agencies), strategies are developed to help and support your child's learning. These blueprints ensure that class teachers are informed of how children with special needs learn and can thrive in a whole class environment – thus growing self-esteem. Finally, staff at Lobley Hill appreciate and understand fully that it is important that as adults, we have ambitious expectations for all of our learners.

Small group intervention with a teacher or teaching assistant

When identified, children are afforded additional support either within or outside of the whole class environment. Variations of this type of support include: reading, maths, gross and fine motor skills, spelling and writing. Children identified as requiring additional support will be given the opportunity to work with more targeted interventions with their peers, ensuring they are given the opportunity to close any gaps in their learning and succeed in a calmer environment.

One-to-One intervention

It is also possible to provide one-to-one intervention if your child is finding a particular aspect of the curriculum particularly challenging, or if your child has a particular barrier to learning that requires addressing. These can include, Thrive, fine and gross motor interventions, reading interventions, high frequency word precision teaching, maths boosters/interventions, in addition to social and emotional work provided by external agencies (counselling, behaviour for learning intervention, etc).

Behaviour, social and emotional intervention

As a school, we are caring and compassionate towards staff, parents/carers and children. Many different factors can influence a child's behaviour and understanding of social and emotional conventions. In a society with technology and social media at its heart, it is paramount that we



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provide a safe environment for children to learn who they are and how to develop a sense of resilience. We recognise that children with additional behavioural, social and emotional needs may find school challenging. At Lobley Hill, we have developed a behaviour system in which children are encouraged to make informed choices for themselves. To ensure that children with Social, Emotional and Behavioural Difficulties (SEBD) achieve to the best of their ability, we run a Nurture Club on a lunch time. During this time, the children eat dinner in a calm manner and are taught conventions regarding life skills.

Additional support from external agencies

We recognise that often school leaders and teachers do not have all of the answers. It is then our responsibility to involve external agencies with wider levels of expertise and experience. I anticipate that we will work with the following agencies over the next academic year:

- HINT – High Incidence Needs Team;
- LINT – Low Incidence Needs Team;
- SALT – Speech and Language Therapy;
- OT – Occupational Therapists;
- CYPS – Children and Young People’s Service;
- EP – Educational Psychologists;
- The Early Years Intervention Team;
- CAHMS – Child and Adolescent Mental Health Services;
- WEYES – Counselling Service;
- Young Carers Service Tyne and Wear.

To access any of the support named above, it is essential that we communicate effectively with parents/carers and acquire a signed parental consent form. Through working with specialist services, our understanding of special needs as a school can improve and allow us to operate consistently as an inclusive provision for all children and families. This in turn, creates a climate in which children with special needs feel a greater level of self-esteem/self-belief and helps inform primary care givers of strategies that can help challenge and remove certain barriers to learning.

Monitoring at Lobley Hill

Currently, Lobley Hill Primary School use 2Simple software to measure outcomes and progress within the Early Years Foundation Stage provision as well as a tracker of the Early Learning Goals (ELG). National Curriculum (NC) year group expectation trackers are used to assess children throughout Key Stage 1 and 2. The NC trackers allow us to see if children are working at, below or above age-related expectations, in addition to affording us the opportunity to see if a child has made good levels of progress over a termly period. If we believe a child is working two or more years behind their year group expectation, they will be assessed using The Performance Indicators for Value Added Target Setting Framework (PIVATs). Assessment data is shared with parents/carers during termly parent consultations, planning or feedback meetings, as well as Learning Plan and EHCP review meetings.

If a child is making below acceptable progress, teachers will consult their Key Stage leader and the SENCO. In turn, a strategy will be created to help the child diminish the gaps between themselves and their peers and make accelerated progress- please see The SEND Policy for



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more information on this graduated approach. On occasion, this strategy may include involving external agencies, parents/carers and professionals with specialist qualifications.

To ensure intervention programs are having the desired impact on the children they serve, we monitor progress daily and seek to see if the intervention is both successful and cost effective.

Communicating with parents/carers

In order for the special needs provision to be successful at Lobley Hill Primary School, communication between parents/carers and the provision must be clear, transparent and consistent. Miss McHugh (SENCo) is available at sarahmchugh@gateshead.gov.uk during working school hours to discuss concerns and pertinent information.

If you have any concerns about the attainment, development or progress of your child, please do not hesitate to contact the child's class teacher or Miss McHugh.

Whilst we have various parental consultation/meetings to review Learning Plans and EHCPS across the academic year, we advise you to not wait for these appointments to communicate concerns with the class teacher or SENCo. Likewise, we as teachers would not wait for these to communicate concerns with you. Early intervention (intervention close to the onset of a barrier to learning) of special needs has a much greater impact than an intervention that has not been implemented until later in a child's school journey. To ensure all children have a greater chance of having a rewarding school experience, the school SENCo operates an open-door policy for both parents/carers and teaching staff alike.

Following involvement with outside agencies mentioned previously, parents/carers will have a consultation with the class teacher and involved agencies. This will allow the opportunity to discuss strategies going forward, advice for home learning and a plan as to how we will move forward with your child's education, through working as a team.

Transition

At Lobley Hill Primary School, we recognise how important a successful transition is for all of our children, particularly those with special educational needs and/or disabilities.

Year Group Transition

One of the most challenging points of the year for children can be moving from one-year group to the next. Where a special educational need has been identified, we will ensure to begin transitions early, ensuring the involved child feels part of the process. These include:

- Introductions with the new teaching staff;
- Informal meet and greets with both groups of teaching staff (current and next);
- Organisation of seats and lockers/pegs;
- Meetings with parents/carers where appropriate.

In addition to the above, teachers also attend transition meetings with Key Stage leaders to discuss children on an individual level, affording us the opportunity to pass on strategies, expectations and relevant information.



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Starting Lobley Hill Primary School

When a child starts our Reception class, parents/carers are invited to attend a ‘Get to Know Us’ event, in which start times, transition arrangements, and the ethos behind our curriculum can be shared. We also welcome parents/carers to attend a ‘Stay and Play’ to see how their child manages within our provision and stay for lunch to experience what can be a joyous, yet challenging, time of the day for many children. From the September, children are placed on a half-day transition programme (for the initial three weeks) to help them get to know the environment they are working in, in which only half a class can attend at a given time.

If the school is aware of a child’s particular area of special needs/barrier to learning before they start, we will endeavour to make arrangements to observe your child in their current provision. In addition to observations, it is at this stage that we would attend any pertinent meetings with external agencies and become a part of any Team Around the Family (TAF) processes that are in place.

Children are welcomed and encouraged to start our Nursery provision on, or shortly after, their third birthday. Prior to starting, our Nursery staff will come and visit your family at home to complete relevant paper work, meet the child and provide you with information to help make the process easier to understand.

Moving on to Secondary School

The final, and in many cases most challenging, part of a child’s academic journey through primary school can be leaving and moving on to secondary school. For our Year 6 children, we work in partnership with schools in the locality to make this a less anxious time. Schools such as, Kingsmeadow, Whickham Comprehensive and Emmanuel College come to our school to meet children and talk about their provision, before affording the children the opportunity to go and visit for an extended period of time. These transition events mostly take place after the SATs.

When a child has an Education Health and Care Plan, it is important that we discuss next steps in education as close to the start of the academic year as possible. The Annual Review meeting will be held in the Autumn term of Year 6 to allow the Local Authority to consult with appropriate schools for the following academic year. This allows us ample opportunity to visit specialist settings that may be more appropriate for your child to move onto. The schools available in Gateshead include:

<u>School</u>	<u>Learning Need</u>	<u>Age Range</u>
Dryden School, Shotley Gardens, Low Fell, Gateshead, NE9 6QD	Severe and Profound Learning Difficulties	Key Stages 3 and 4 and post-16 (11-19 years)
Furrowfield School, Whitehill Drive, Gateshead, NE10 9RZ	Social, Emotional, Mental Health Difficulties (SEMH)	Key Stages 3 and 4 (11-16 years)
Hill Top School, Wealcroft, Leam Lane Estate, Gateshead NE10 8LT	Moderate Learning Difficulties, including Autism Spectrum Disorder	Key Stages 3 and 4 (11-16 years)
The Cedars Academy	Physical Disabilities and/or Communication Difficulties	Early Years and Key Stages 1-4 (2/3 – 16 years)



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Finally, and if deemed appropriate, the SENCo is available to view schools with parents/carers whom have a child with special needs. This affords parents/carers the opportunity to ask questions in a supported environment. In turn, this helps parents/carers and children make informed decisions when moving onto the next stage of their education.

Finance

Gateshead Council has a funding formula that is applied to all schools across the locality to determine their specific special funding.

This funding is prioritised to ensure progress can be made by all special needs learners. Special needs funding includes: funding intervention groups, purchasing resources and ensuring all provisions are accessible for all learners.

Special Needs – Accessibility

Our school is fully compliant with The Disability Discrimination Act (DDA) requirements. Breakfast Club, extra-curricular activities and after-school provisions are accessible to all children in our school.

The school grounds have lowered curbs, in and around the car park and pathways, allowing for those using a wheelchair.

Inside, we have access to a disabled toilet, situated directly opposite the school Reception. We also have a private changing room with a hygiene bed located behind the main Reception.

Protecting Children with Special Needs

The updated statutory document, ‘[Keeping Children Safe in Education](#)’ (2023), aims to ensure vulnerable students (including those with special needs) are protected and safeguarded appropriately. All staff at Lobley Hill Primary School follow safeguarding processes accurately and with rigour, although we understand that when working with children with special needs, presenting factors can be more difficult to identify. To ensure the safety and well-being of all learners at Lobley Hill Primary School, we have therefore listened to guidance presented in the ‘Keeping Children Safe in Education’ 2020 document. These include:

- Investigating all possible indicators of abuse such as behaviour, mood and injury – regardless of identified special needs/barrier to learning;
- Monitoring interaction closely, as children with special needs can be more prone to peer group isolation;
- Recognising that some behaviour such as bullying can have a greater impact on children with special needs, and ensuring that wellbeing and mental health is monitored closely by classroom staff, as well as the Family Support Worker;
- Working hard to ensure all children have a workable communication method to inform teaching staff of any issues within school.

Keeping Children Safe In Education recommends that schools consider pastoral support for children with special needs. With this in mind, Lobley Hill Primary School works with local external agencies such as Weyes Counselling, CAHMS and the Primary Behaviour Service.



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SEND Acronyms

Acronyms

ALP	Alternative Learning Provision	PSHEE	Personal, Social, Health and Economic Education
ANSD	Auditory Neuropathy Spectrum Disorder	QFT	Quality First Teaching
ARMS	Additionally, Resourced Mainstream School	QTMSI	Qualified Teacher of CYP with Multi-Sensory Impairment
ASD	Autism Spectrum Disorder	QToD	Qualified Teacher of the Deaf
ATC	Assisted Technology Computer	QTVI	Qualified Teacher of CYP with Vision Impairment
AWPU	Age-weighted Pupil Unit or Basic Entitlement (funding)	SalT	Speech and Language Therapy
BSL	British Sign Language	SEAL	Social and Emotional Aspects of Learning
CAMHS	Child and Adolescent Mental Health Service	SEMH	Social, Emotional and Mental Health
CLDD	Complex Learning Difficulties and Disabilities	SENDCO	Special Education Needs and Disabilities Co-ordinator
CVI	Cerebral Visual Impairment	SEND	Special Education Needs and Disabilities
CYP	Child or Young Person	SLCN	Speech, Language and Communication Needs
CYPS	Children and Young People's Service	SLD	Severe Learning Difficulties
CSE	Child Sexual Exploitation	SLT	Speech and Language Therapist
DAF	Disability Access Fund	SMART	Specific, Measurable, Achievable, Relevant, Timebound (relating to targets)
dB HL	Decibels Hearing Level	SRE	Sex and Relationship Education
DfE	Department for Education	SSE	Sign Supported English
EAL	English as an Additional Language	TA	Teaching Assistant
EBSA	Emotionally-based School Avoidance	TAF	Team Around the Family
ECAT	Every Child a Talker	VI	Vision Impairment
EHA	Early Health Assessment	VOCA	Voice Output Communication Aids
EHCP	Education, Health and Care Plan	YOT	Youth Offending Team
ELSA	Emotional Literacy Support Assistant		
EP	Educational Psychologist		
EYFS	Early Years Foundation Stage		
FRIENDS	An intervention programme underpinned by the principles of Cognitive Behaviour Therapy with the primary aim of reducing participant anxiety levels.		
HI	Hearing Impairment		
HINT	High Incidence Needs Team (CSC, SLCN, SpLD, SEMH)		
LA	Local Authority		
LINT	Low Incidence Needs Team		
MSA	Midday Supervisory Assistant		
MSI	Multi-Sensory Impairment		
MAPPA	Multi-Agency Public Protection Arrangements		
NatSIP	National Sensory Impairment Partnership		
NC	National Curriculum		
NPA	National Portage Association		
NPSLBA	National Programme for Specialist Leaders of Behaviour and Attendance		
NVC	Non-Verbal Communication		
OT	Occupational Therapist		
PECs	Picture Exchange Communication System		
PMN	Physical and Medical Needs		