Fell Dyke Community Primary School – SEND Information Report

About the school

Fell Dyke Community Primary School is a maintained mainstream nursery and primary school for students from the ages of 3 to 11.

Fell Dyke Community Primary School is situated in the heart of Wrekenton and provides a vibrant, stimulating, exciting and high-quality centre of learning for our children, their families and the whole community. Our dedicated staff work hard to ensure that each and every child acquires a thorough knowledge of basic skills – the basic skills which enable all our children to become lifelong learners who are very well equipped to succeed at secondary school; gain entry to further education and ultimately find fulfilling employment.

At Fell Dyke Primary School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners. The school caters for students with Special Educational Needs and Disabilities that fall within those which can be met within a mainstream setting.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is:
SENDCo and Assistant Head Teacher:
Mrs Sarah Wilson
sarahwilsonschools@gateshead.gov.uk

Mrs Wilson supports children and their families from Nursery to Year 6.
She can be contacted by email or by telephoning the school office to make an appointment.

Identifying Needs

All pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities. In order to identify a pupil's special educational needs, the school uses all the information about the pupil's progress and consider how that compares with the progress of other pupils in the school and against nationally.

If a pupil is identified by their class teacher as not making the progress that would be expected, the pupil and parent/carer will be involved as soon as possible. The school will discuss their concerns with the parent/carer and get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

Following discussions with parents/carers, we will then agree outcomes that the pupil will be working towards and the support or programmes of study that are needed to meet these outcomes. From the records of progress and discussions with parents/carers, the school will then decide the support or programmes of study that are needed to meet these outcomes.

Concerns are not always based on academic progress but could also be linked to the social and emotional development of the student. Any concerns that school staff or parents raise in this area may lead to a further investigation by the SENDCo. In some instances, involvement from outside services may be necessary. These include HINT Social, Emotional and Mental Health team, Emotional Wellbeing Team, assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams including Vision and Hearing teams.

Assessment, Monitoring and Review

Each pupil's progress is continually monitored by their class teacher and the SENDCo in a number of ways, including additional educational testing completed within school. The SENDCo oversees any additional support a child may need and at the beginning of the new academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

At Fell Dyke Primary, we use the LA graduated approach and guidance from the Gateshead SEND Thresholds Document 2024. The Threshold Document will be used as a reference point in relation to the identification of the level of need.

Progress is discussed in regularly staff meetings, tracked closely by staff and is reviewed formally every term. Progress is reviewed formally every term in Pupil Progress Meeting with staff and the Senior Leadership Team. This information is shared with parent/carers through the school reporting system. A range of assessment tools may be used to monitor progress, such as tests which give a number, reading and spelling age or a standardised score. These tests and levels will also be discussed in detail, along with staff comments within the review meeting.

These reviews will affect the level of support given to each pupil and depends on the additional needs of the child and any other factors that may improve or hinder their progress. When a pupil has been assessed as having SEND and is not making progress with the help that they have been given, school can refer pupils to a number of different services for more specialist assessment and advice.

Depending on the student's needs and age, referrals can be made to the Early Years Assessment and Intervention Team (EYAIT), Special Educational Needs Improvement Team (SENIT), the Educational Psychology Service, health services such as speech and language therapy, school nursing service or Children and Young People's Service or social care teams such as the Family Intervention Service. School might suggest completing a Common Assessment Framework (CAF) form in order get a team of professionals (Team around the Family (TAF)) together to work with the pupil and their family. This needs to be done with the parent/carers' agreement.

If the pupil does not make progress with support that has been suggested by specialist staff, school can make a referral to the Local Authority (LA) for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child.

All children are required to be formally assessed at the end of each key stage (i.e. at the end of Year 2 and Year 6). Year 6 children are formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results are published nationally. Children in Year 1 have their phonic ability assessed using a statutory 'phonic screen' which is then repeated in Year 2 if they do not meet the 'required standard'. Children in Foundation Stage are also formally assessed according to statutory guidance.

Involving Parents/Carers and Pupils

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day.

Parents and carers are also kept informed through regular conversations, phone calls and end of year reports. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

The school holds regular parent evenings for all parents. If their child has special educational needs, parents and carers are involved with regular termly review meetings to discuss progress towards current outcomes, setting outcomes for the future and future National Curriculum targets.

Annual Reviews are held for pupils with Educational Health Care Plans (EHCPs). These reviews focus on achievements, the progress made towards the outcomes, support and future plans. These reviews are held with parents/carers, the student and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required. Pupils are encouraged to share their aspirations and views in review meetings and this will be done in a way that is appropriate to their age and stage of development.

Staff

There are a number of people in school who are responsible for special educational needs in school:

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including support for children with SEND.
- Making sure that your child's needs are met but they will give this responsibility to the SENDCo and class teachers.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Coordinating support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents/carers are:
  - involved in supporting their child's learning
  - kept informed about the support their child is getting
  - involved in reviewing how they are doing
  - involved in planning for their future.
- Contacting other people who may be coming into school to help support your child's learning for example, an Educational Psychologist.
- Making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school, so they can help pupils with SEND in the school make the best possible progress.
- Support class teachers in writing Individual Support Plans that specify your child's targets.
- Ensuring that all staff working with the student in school are helped to deliver the planned work/programme so the student can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

The Class Teacher is responsible for:

- Making sure that all children have access to excellent classroom teaching (this is known as quality first teaching) and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting SENDCo know, if necessary. This could be things like targeted work or additional support.
- Writing Individual Support Plans with SENDCo. These will be shared and reviewing with parents at least once each term.
- Planning for the child's next term based on their progress.
- Ensuring that all staff working with the child in school are helped to deliver the planned work/programme so the child can make the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Teaching Assistants work with the class teacher to identify areas of support for pupils with SEN. They:

- Support pupils to access the curriculum.
- Help with the implementation of differentiation and specialist support strategies in the classroom.
- Keep pupils focused on learning activities during lesson.
- Attend all training opportunities related to SEN and differentiation.
- Are mainly classroom based, however Teaching Assistants can deliver specific intervention outside of the classroom.
- Help pupils to develop effective ways of becoming independent learners.

The SEND Governor is responsible for:

- Making sure that the school has an up-to-date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school, who has SEN.

Training

School staff are trained in specific areas where there is a current need. The Headteacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. The SENDCo finds appropriate specialist support or training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.

Staff within school have different levels of expertise in order to support pupils with special educational needs:

Awareness – this is basic awareness of a particular type of SEN. All staff who encounter the pupil will have this level of training and it will be carried out by the SENDCo, SENIT, Educational Psychologist or other specialist service.

Enhanced – this level of training will be carried out by staff working with the pupil regularly, such as the class teacher, teaching assistant and Key Stage Leader. They will focus on how teaching and learning can be adapted to meet the pupil's needs.

Specialist – this is in-depth training about a particular type of SEN for staff who will be advising staff who support pupils at an enhanced level. Further specialist training can be accessed and carried out by professionals from outside of school such as SENIT, Educational Psychologist, staff from special schools or other specialist services if it is deemed necessary.

At Fell Dyke Community Primary School, staff have received training in supporting children with SEN which was delivered by the SENDCo which addressed the main barriers to learning. Some staff have received training from the educational psychologist or specialist teachers from the HINT team to deliver a range of interventions including, but not limited to:

- Lego Therapy
- Theraplay
- Social Stories
- ELSA (Emotional Literacy Support Assistant)
- Drawing and Talking Therapy
- Colourful Semantics
- Alphabet Arc
- Attention Autism 'Bucket Time'

Some staff have had training from SENIT specifically with a view to supporting individuals with speech, language and communication difficulties (SLCN) or specific learning difficulties. (SpLD).

The SENDCo holds a Masters level qualification – The National SENDCo Award.

Transition

Transitions can be difficult for a child with SEN and we take steps to ensure that any transition is a smooth as possible.

- Students with Education, Health and Care Plan (EHCPs) will have a review in the Autumn term before they move to secondary school to discuss the transition. You will be told by 15 February of the year that they transfer which secondary school they will attend in September.
- When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Individual Support Plans (SEND Support Plans / One Page Profiles) will be shared with the new teacher. If your child would be helped by a transition book to support them understand moving on, then it will be made for them.

- If your child is moving to another school, we will contact the SENDCo at the new school and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible. Where possible, your child will visit their new school before they begin and in some cases staff from the new school will visit your child in this school. When your child moves to secondary school, staff from Fell Dyke Primary School will discuss the specific needs of your child with the SENDCO of their secondary school.

Please note - if your child has an Education, Health and Care Plan they must have an annual review before they move.

Children joining our school from the nursery visit their new classroom several times before the start of the year. Due to Nursery and Reception sharing an outdoor environment, the children are already very familiar with their new classroom and outdoor provision. Reception class teachers introduce the children to the school once they start to make sure they are confident in their new surroundings. We have close working relationships with other pre-school providers and we encourage them to bring children to visit before they begin school to prepare the children who will be joining Fell Dyke Primary School.

Where necessary, due to a concern being identified, the SENDCo will visit any preschool setting to meet a child and the professionals who have been working with them in order to identify any early support that may need to be implemented.

We invite all parents/carers of children joining the school to meet their child's class teacher during the summer term before the child starts at the school. We also ask parents to let us know if their child has a disability or they feel their child has any additional needs so that we can make sure the right support is in place for their child.

Support

<u>Academic</u>

All pupils receive excellent targeted classroom teaching also known as Quality First Teaching. For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That 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 could involve things like using more practical learning.
- Specific strategies are in place to support your child to learn.
- If your child's teacher has decided that your child has gap in their understanding/learning after carefully checking on your child's progress they could

receive some extra support to help them make the best possible progress

All pupils in school should be getting this as a part of excellent classroom practice when needed but other types of support are available for pupils with SEN:

Specific work with a small group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and will be put in place if the class teacher or SENDCo think that they need extra support in school. The group, sometimes called Intervention groups by schools, are:

- Run in the classroom or outside.
- Planned and overseen by a teacher but they are often run by a Teaching Assistant who has been trained to run the groups using the teacher's plan.
- Working to address children's individual targets to secure any gaps in their learning.
- Specific outcomes to help the pupil to make more progress.

Specialist groups run by outside agencies

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and means they have been assessed as needing some extra specialist support in school. This may be from:

- Local Authority services such as the HINT, LINT or an Educational Psychologist.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy (OT).
- Agencies working in collaboration with the school to improve outcomes for social and emotional mental health such as Kalmer Counselling and North East Counselling.

For your child this would mean:

- They will have been identified by the class teacher 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 for permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's 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 better
    - Support to set 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.
    - A group or individual work with outside professional

- The school may give your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.
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Individual Support
This is usually provided through an Education, Health and Care Plan. This means your child will have been identified by a specialist professional as needing a higher level of support than the school can provide from their SEN budget. This is a legal process, which is carried out by the Local Authority (LA), which sets out the amount of support that will be provided for your child. School will discuss with you if they think that this is required.

Emotional and Social

As well as providing academic support, school can also provide emotional and social support for students. This can include:

- Peer mentoring systems involving older children from Year 6.
- Social skills/nurture group interventions - provided by both internal staff and external agencies.
- 1:1 specialist interventions including Kalmer Counselling and Drawing and Talking Therapy.
- 1:1 or group intervention from our accredited Emotional Literacy Support Assistant (ELSA).
- Anti-bullying policies and taught within PSHE curriculum.
- Provision provided before and after school for vulnerable students.
- Administration of medicines (*Please ask to see our policy if required on administering medications in school).*

Accessibility

In School

The school is fully accessible to students with physical difficulties.
The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Accessible toilets
- Induction loop for hearing aid users
- Accessible break areas
- Accessible dining area
- Closimat toilet

Our Disability Equality Scheme and Accessibility Plan are available on the school website.

A risk assessment carried out and personal evacuation plan will be drawn up for all pupils with physical difficulties. All staff working with the student will be made aware of the plan.

Outside of School
The school has a number of after school clubs which are all accessible to pupils with special educational needs.

Pupils take part in school visits throughout the year. A risk assessment is completed for all school visits. The Senior Leadership Team, overseen by the Headteacher, makes decisions based on whether it is safe for a child to leave the premises, taking into account the emotional needs of the pupils. The staff ratio is high and staff who support children1:1 are indicated.

Concerns

In the first instance parents/carers should contact the class teacher with any initial concerns about the child. However, the SENDCo should be contacted with any concerns about the provision that the pupil is receiving at school.

The SENDCo will then either deal with this directly or pass to the Head Teacher depending upon the nature and seriousness of the issues.

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIASS). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether or not the young person has an EHCP.
Further Information is found at: Gateshead SENDIASS

SENDIASS can be contacted by telephone (0115 959 7771) or email: info@gatesheadsendiass.org.uk).

Gateshead Council has developed a Local Offer which provides information about education, health and social care support for children and young people with SEND in Gateshead. The Local Offer can be found at www.gateshead.gov.uk/localoffer.

This SEND information Report was prepared in September 2026.
It will be reviewed in September 2027.