

North Tyneside Local Offer Template for Schools

Southlands School Local Offer for Pupils with Special Educational Needs and / or Disabilities

Southlands are a fully inclusive school which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families on our local offer through parents' evenings, annual review meetings, open days and informal meetings, and on our website.

Supporting Pupils With Special Educational Needs / Disabilities and Their Families

We will let families know about any concerns about a pupil's learning by contacting them to arrange a meeting in school to discuss any issues or difficulties, and to agree how we can support the pupil together to overcome any barriers to their success.

All of our pupils have access to a differentiated curriculum, delivered by staff with skills and knowledge in working with children and young people with special educational needs and disability. We further support their development and progress by:

- Ensuring all staff are aware of each pupil's individual needs
- Close liaison between staff and external agencies to ensure appropriate support strategies are in place
- Identifying targets for each pupil enabling them to make progress in both their learning, and their interaction with others
- Using a skills based AWOL tracking system to monitor and review each pupil's strengths and areas for development.
- The Moving On Project at KS4 provides opportunity for young people to learn about the world of work and to develop skills desirable to local employers
- Providing opportunities for pupils to access social groups outside of school hours
- Access to the independent travel scheme where appropriate
- Extended Provision Including Care of Children (EPICC) for those requiring extra support with managing their mental health.
- Opportunities for inclusion in a mainstream provision where appropriate

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Educational Psychology
- School nurse
- Child and Adolescent Mental health Service
- Sensory support team
- Language and Communication team
- Speech and language therapy
- Dyslexia team
- Children's Learning Disability Team
- Connexions
- Physiotherapy
- Occupational Therapy
- SEN ICT Team

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. Staff liaise closely with other providers both within and outside of the local authority in order to support pupils to make a smooth transition. Year 6 pupils have the opportunity to undertake visits to Southlands, and to attend Summer school activities. From year 9 onwards, pupils have access to a Connexions personal adviser, who will attend review meetings and offer information, advice and guidance regarding further education and employment opportunities.

Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money. This may include:

- Extra support within the classroom
- Small group teaching
- 1:1 support
- Delivering interventions to support learning such as literacy, numeracy or social skills groups
- Support with inclusion in a mainstream provision
- Delivery of extra-curricular clubs and activities
- Support in vocational and alternative settings

Staff Training

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our fully qualified Special Educational Needs Coordinator provides advice and guidance to staff, and has gained the National Award for SENCo at Masters level. A number of staff have qualifications in specific areas of SEND, including autism spectrum condition, speech and language therapy, working with children and young people with social and emotional difficulties, and many other areas. All staff in school are encouraged, and given the opportunity, to access further training and qualifications to

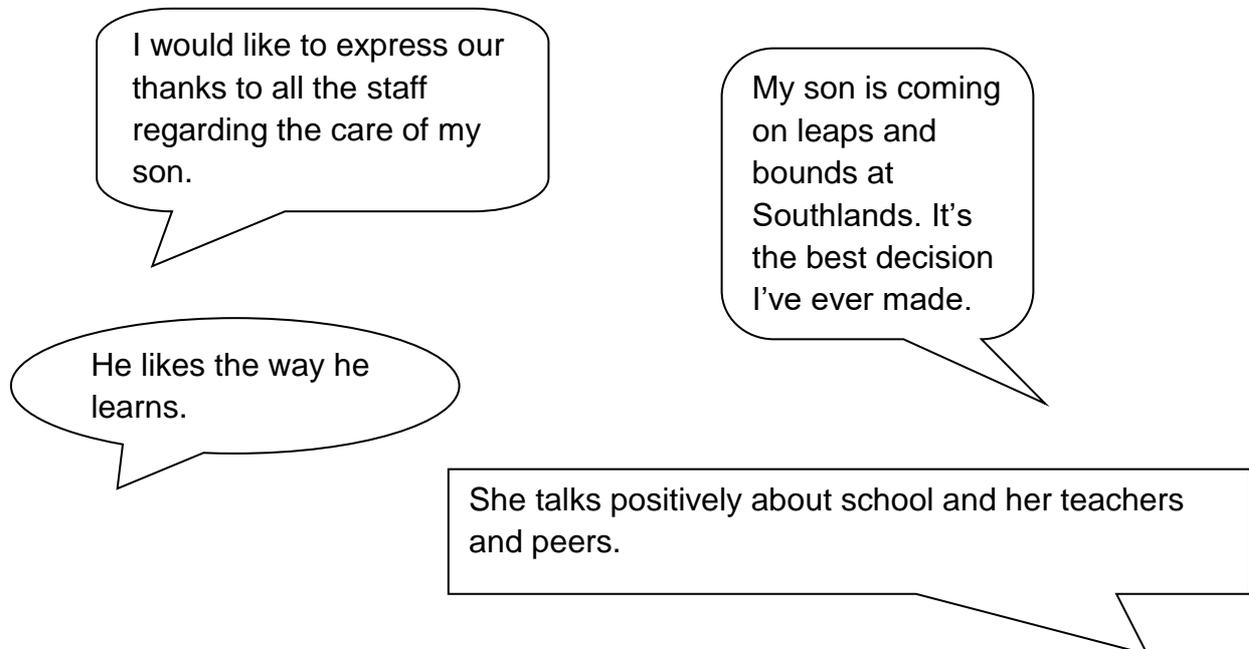
enhance their knowledge and skills in supporting children and young people with special educational needs and disability.

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school. Families are also signposted to services / organisations through the Local Offer. For details of North Tyneside's Local Offer please click [here?](#)
http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Students and families are invited to provide feedback on what we provide at Southlands via Parents' evening, annual reviews and through our regular questionnaires.

Some of the comments received include:



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 and Inclusion 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 here at Southlands School, then please contact the Special Educational Needs Coordinator, Sonia Wilkinson, on 0191 300 0505.

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Condition • Speech, Language and Communication Needs • Social communication difficulties 	<ul style="list-style-type: none"> • 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 work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning 	<ul style="list-style-type: none"> • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are

<p>Difficulties</p>	<p>delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</p> <ul style="list-style-type: none"> • 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 special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • 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 and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with

	<p>stressful situations.</p> <ul style="list-style-type: none"> • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times / break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to 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 Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • Entrances to the school have ramps fitted to allow wheelchair access to each building. • A proportion of our classrooms have a sound field fitted. • The school has disabled toilets / facilities

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact North Tyneside SENDIASS for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109.