

## **North Tyneside Local Offer for Schools Southlands School Local Offer for Pupils with Special Educational Needs and / or Disabilities Updated Jan**

Southlands School is an inclusive school, our aim is to ensure that all of our young people are able to achieve their potential whatever their needs or challenges. Our Local Offer lets you understand how we support pupils with special educational needs and disabilities

Southlands staff consult with parents, carers and other professionals regarding our local offer by:

- Talking to parents and carers about each young person, to ensure that school understands their needs from the family's perspective.
- Annual reviews of each student's EHCP.
- Parents evenings and open evenings.
- Formal and informal meetings are offered throughout the academic year to ensure that support is offered and parents, carers and other professionals are kept up to date about progress.
- Home visits take place if this is required.
- New students and those transitioning into Southlands are offered visits, tours and opportunities to meet staff and have their questions answered. Bespoke resources are created if required to support our students to feel comfortable and confident in their new school.

### **How we support our families**

Southlands School aims to work with our families to support them with their young person's learning and development outside of school. We offer our parents and carers:

- Support from our Home School Liaison – Alison Glen-Ravenhill.
- Access and support from our Pastoral Team, Joanne Gallagher, Sean Kirkup, Scott McKenzie, Jeanette Hall and form class team.
- Attend organised events and coffee evenings some of which are in partnership with the local parent/carers forum.
- Meetings can be arranged to discuss any issues or difficulties and to form a plan

### **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 if appropriate to discuss any issues or difficulties, and to agree how we can support the young person together to overcome any barriers to their success.

All of our pupils have access to a curriculum that is adapted to meet their individual needs, 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 our staff team is 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 social behaviour
- Our Futures program provides opportunities 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
- Referral to the independent travel scheme 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
- Language and Communication team
- Speech and language therapy
- Children's Learning Disability Team
- Children's Disability Team
- Connexions
- Advice from Physiotherapy
- Advice from Occupational Therapy

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, training or employment, 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, staff from Southlands also visit our new students in their primary schools. 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
- Targeted support
- Delivering interventions to support learning and to ensure our students have the skills they need to be as independent as they can be.
- Delivery of extra-curricular clubs and activities
- Support in vocational and alternative settings if this is required

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. 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](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.

### **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 regularly review teaching and learning for pupils with special educational needs and disabilities to ensure the needs of our young people are being met. 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, Stella Ellis, on 0191 300 0505.

## **School entitlement offer to pupils with special educational needs or disabilities**

### **Support Available Within School**

#### **Communication and Interaction Needs: e.g. Autistic Spectrum Condition , Speech, Language and Communication Needs , Social communication difficulties :**

- Visual timetables
- Low stimulus environment
- Staff supervise in the yard at unstructured times of the day.
- Social skills groups / support
- Technology is used to support learning where appropriate.
- Support speech and language development.
- Strategies to reduce anxiety / promote emotional wellbeing. Regulation plans can be created for our students if required.
- Where appropriate we will use support and advice from other partners and parents to meet the needs of pupils.
- Planning, assessment and review.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Curriculum pathways, resources and qualifications for all students

### **Cognition and Learning Needs: e.g. Moderate Learning, Global Developmental delay**

- Strategies to promote and develop literacy and numeracy.
- Literacy development programme.
- Provision to support access to the curriculum and to develop independent learning skills.
- Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills, reading comprehension, handwriting, fine motor skills etc.
- Technology is used to reduce barriers and improve accessibility to learning.
- Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and plans are created to accommodate to needs.
- Planning, assessment and review.
- Access to teaching and learning for our pupils is monitored through the schools self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- Adapted curriculum pathways and resources for all students

### **Social, Mental and Emotional health e.g. Behavioural needs , Social need , Mental health needs**

- All staff have an understanding of the importance of the importance of having Emotional Health and Wellbeing
- The school vision (Belong, Thrive, Achieve) values all of our 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 and safety plans 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 stressful situations.

- Outdoor learning is used to offer a different approach to the curriculum.
- Onsite forest school – following the 5 core values.
- Students have access to The Hub at lunch times / break times for additional support.
- Information and support is available within school for behavioural, emotional and social needs.

**Sensory and Physical Needs, eg Hearing/Visual Impairment, Multi Sensory Impairment, Physical and Medical Needs:**

- Support and advice is sought from outside agencies to support students, where appropriate.
- ICT is used to increase and support access to the curriculum.
- Advice and guidance is sought and acted upon meet the needs of our 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 following students individual plan.
- Staff received training and updates to ensure that 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 students.
- Entrances to the school have ramps fitted to allow wheelchair access to each building.
- The school has accessible toilets / facilities.