

# Silverdale School & Silverdale Primary Additionally Resourced Provision (ARP)

## SEND INFORMATION REPORT/LOCAL OFFER 2019

Silverdale is a fully inclusive Special School based at Howden, Wallsend that ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our role is to support pupils with difficulties relating to Social, Emotional and Mental Health needs. The last Ofsted judgement in November 2017 found personal development, behaviour and welfare to be good.

Silverdale Additionally Resourced Provision is a 36 place provision based in Killingworth where pupils experiencing difficulties in managing their behaviour in mainstream primary settings can receive support over a 12 month time frame to address their difficulties and hopefully return to their home school or access more specialised support tailored to their needs.

Silverdale Outreach Team is a service which offers pupils attending mainstream primary schools support to address any difficulties they may be experiencing in relation to Social, Emotional and Mental Health needs which may present as negative behaviours. Please speak to your mainstream school and request Silverdale Outreach if you feel this service could be of help to you or your child.

Silverdale Learning Centre is a small provision based at Monkhouse Primary School where very vulnerable pupils from the school in KS3 and 4 can access highly specialised support as a short term intervention.

Our Local Offer aims to help you to understand how we support pupils with special educational needs and disabilities relating to Social, Emotional and Mental Health Needs.

We consult with pupils and their families on our local offer by:

- Talking to parents/carers about their child and what they may need because we recognise that they know their child best.
- We offer formal and informal meetings so that parents/carers feel welcome and can arrange meetings when and where it suits them.
- We are here to listen to and to support families, so that the partnership we build ensures the very best for the child.
- Children and young people will be invited to visit and look around the school and ARP so that they have the opportunity to ask questions and meet staff.
- Home visits can be offered so that each child/young person understands what is happening, why and feels involved and safe.
- All pupils will have a named member of staff who will support them and be available for them to talk to.
- Pupil voice is recognised and valued.

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## **Supporting Pupils with Special Educational Needs / Disabilities and Their Families**

We will let families know about any concerns about a pupil's learning by:

- Parents/carers will have the same access to a named member of staff who will agree with parents/carers how they would like to be kept up to date on their child's progress.
- We can ring, text, email or meet with parents/carers to discuss any concerns.
- Parents/Carers events celebrate each child's successes and allow parents/carers to meet with staff.
- If a child is struggling with their learning we will let parents/carers know so that, together, we can help move them forward.
- We also will hold school reviews, annual reviews and any other meetings that may help everyone supporting the child to share ideas and feedback to help the child/young person make progress. Written reports are shared as and when needed.

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**When a pupil is identified as having special educational needs, we support their development and progress by:**

We offer:

- Personalised learning
- A highly differentiated curriculum which means that children are taught through steps of learning based upon their baseline of ability rather than their age
- A wide range of tasks and activities that reflect the children's/young person's interests where possible
- Access to one to one and small group support
- A flexible and positive approach to behaviour management
- A recognition of strengths and efforts through praise, positive feedback and rewards
- The tools that enable children/young people to make positive changes to their behaviour

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

- Educational Psychologist
- CAMHS Practitioners
- Language and Communication Team
- Occupational Therapists
- Speech and Language Therapists
- Dyslexia Team
- Hearing/Visual Impairment Sensory Team
- Physiotherapists
- Professionals from other schools
- The School Nurse
- Health Visitors
- Family Partners
- Children's Services
- Community Disability Team
- GPs
- And anybody else who can help the child/young person.

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**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. We provide the following support to pupils when they are leaving the school:**

Each child's/young person's transition is personal and very carefully planned to meet their needs. Elements of transition may include:

- Group visits to the new venue
- Individual visits to the new venue supported by staff or family
- Transition booklets to give information to the child/young person about the new school, the staff, routines and photographs of staff and the site
- A transition booklet made by the child to help new staff get to know them, their likes/dislikes and needs
- Home visits
- Phased integration which could be from one lesson a day, building up to full attendance over an agreed time scale
- Circle time activities and opportunities allowing children/young people to discuss their feelings, hopes and fears as they look to move on
- We act as a point of contact for parents/carers between schools.

**Support staff are placed where there is identified need throughout the school to ensure pupil progress, independence and value for money.**

We have a much higher staff-student ratio than mainstream schools and staff are flexible and can be deployed where they are needed most to support the child/young person.

## **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our fully qualified and experienced Special Educational Needs Coordinator provides advice and guidance to staff. We follow the Local Authority policy to ensure all staff are trained to the expected standards. We understand that children/young people can be highly complex in their needs so our Continuing Professional Development programme has been designed to respond to individual needs as they arise.

All staff have a high level of understanding about how best to support children with a range of needs.

All staff are trained in Team Teach so that they can positively handle children who are in crisis and have lost control of their own behaviour. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is a small part of the frame work.

Please contact the school if you wish to know more about our staff training, knowledge and skills.

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## **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.

As part of our commitment to the Leading Parent Partnership Award, we offer parents/carers the opportunity to attend sessions on:

- Open morning for parents/carers to meet with professionals from services to promote understanding of how to support learning at home
- E-safety, learning how to keep everyone safe online
- Welcome events with different themes to share ideas with parents/carers so that they can support learning at home
- Welcome mornings and afternoons where parents and carers can talk to teaching staff about their child's progress and have the opportunity to look through books

## **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 Silverdale and Silverdale Primary ARP then please contact the Special Educational Needs Coordinator, Emma Webster, on:

**0191 605 3230**

**or email [silverdale.school@northtyneside.gov.uk](mailto:silverdale.school@northtyneside.gov.uk)**

**or visit the school website at [www.silverdaleschool.com](http://www.silverdaleschool.com)**

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<b>School entitlement offer to pupils with special educational needs or disabilities</b>	
<p><b>Communication and Interaction Needs:</b> e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul>	<p><b>Support Available Within School</b></p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support / supervision at unstructured times of the day.</li> <li>• Social skills programme / support including strategies to enhance self-esteem.</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies / programmes to support speech and</li> </ul>
<p><b>Cognition and Learning Needs:</b> e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote/develop literacy and numeracy.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> </ul>
<p><b>Social, Mental and Emotional health</b> e.g.</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>• The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• The school provides effective pastoral care for all pupils.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• There is a nurture group at lunch times / break times to support pupils.</li> <li>• Information and support is available within school for behavioural, emotional and social needs.</li> </ul>
<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical and Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> </ul>

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. The SENCO for Silverdale School is Emma Webster.

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 Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0345 2000 109 or email SENDIASS@northtyneside.gov.uk