October 2019

SEN Information Report for parents

For more information about SEND provision in our school please view our SEND policy.
You can also find out more about Northumberland County Council's Local Offer at https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx
If you have a SEND query please contact Emma Blackburn (SENCo) on 01670514963 or email Emma.blackburn@pru.northumberland.sch.uk or Dave Kirby (SENCo) at david.kirby@pru.northumberland.sch.uk

The role of the SEND team at Northumberland PRU is to work with pupils that have been identified as having SEND. This is any individual who has needs different from and additional to other pupils of the same age.
We work collaboratively with many outside agencies and professionals to support individuals identified as having SEND.
A child identified with additional needs may require varying levels of support in one or more of the following 4 areas:

• Communication and interaction

My child has difficulties with Communication and Interaction.

This can include:

- Understanding language.
- Using language.
- Understanding how to communicate socially with other people.
- Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.
- Stammering – advice given to families about how to access support from outside agencies.

• Cognition/Understanding and Learning

My child has difficulties with learning and literacy/numeracy

This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Students may have conditions such as Specific Learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Fragile X, Down Syndrome.
- Students may present with difficulties that do not have a specific title.

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● Social, Emotional and Mental health difficulties

My Child has difficulties with social, emotional health or mental health.

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.
It also includes young people who have a range of longer-term recognised mental health conditions.
For both groups, issues can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school

● Sensory and/or Physical needs

My child has a physical or sensory need.

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or their physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

- Visual impairment (VI)
- Hearing Impairment (HI)
- Physical disability (PD)
- Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties

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The Northumberland PRU Offer

	Whole PRU Provision Map Support available to pupils at the PRU.	
	Listed below are the strategies that maybe employed in the PRU to support all pupils:	If a pupil requires support in addition to the Universal Approach they may receive:
	Universal provision	**SEN Support**
Communication and Interaction ASD/ Autism/ Speech & Language	• Quality first teaching • Differentiated curriculum planning, activities, delivery and outcome. • Increased visual aids / modelling etc… • Visual timetables/ Use of symbols • Structured school and class routines • Tailored seating plans • Peer mentoring • ICT • Ear defenders • Giving information in short chunks, with time to process information • Ensuring instructions are concise and easy to understand • Repeating and reinforcing new ideas and information • Providing 'thinking time' after information is given for children and young people to process it effectively • Reduce the use of idiomatic or figurative language • Being explicit about expectations, routines and how information fits together – 'big picture' • Giving learning and listening breaks • Deploy 'additional adults' to act as a scribe • Using a recording device to record ideas verbally • Using planning tools and strategies such as brainstorms or mind maps • Using pictures to support their writing • Using writing frames to help organize ideas and provide a clear structure • Using a checklist to focus on their sentence structure or grammar	• In class TA support with focus on supporting speech and language • Speech and Language support; 1:1 speech therapist and/or TA delivering speech therapist devised support programme • One to one targeted intervention programme. • Input from SEN • Visual organiser • ICT • SEN support plan • Support from outside professionals • Lego Therapy • Drawing/ Talking therapy • Creative Nurture programme • Thrive sessions
Cognition and Learning Dyslexia/ Dyscalculia/	• Quality first teaching • Structured school and class routines • Differentiated curriculum planning, activities, delivery and outcome. • Marking and feedback used effectively including next steps in learning –	• SEN Support Plan • 1:1 reading or spelling activities – e.g. dyslexia, memory, processing. • Additional individual reading / spelling activities – e.g. Toe by

Dyspraxia/ MLD/ SLD/ mobility & communication	pupils involved in the process and given time to respond • Coloured overlays • Worksheets/ PowerPoints should have a pastel background/ printed on pastel paper • Multisensory learning activities (visual, auditory and kinesthetic learning) • Access to ICT/ word processing • Writing frames or other alternatives to written records / clear signposts • Planning based upon ongoing assessment tools • High expectations of children and appropriate challenge for all • Clear learning objectives and differentiated outcomes, clear instructions • Visual timetables • Strategic TA deployment • Use of writing frames. • Illustrated dictionaries. • PowerPoints should be printed off as aid for short term memory	Toe intervention, Read Write Inc. • Phonics (group and 1:1) • Writing intervention • Maths Catch Up Groups • Additional Catch Up -Literacy / Numeracy support (1:1, 1:2 or small group) targeted intervention sessions • In class support from TA • Spelling practice groups • Computer programmes: My Maths, Word Shark • Referral to SEN
Social, Emotional and Mental Health Self harm/ substance misuse/ ADHD/ Attachment / depression/ anxiety/ bereavement.	• Quality first teaching • Whole school behaviour policy/ behaviour tracking • Reward System – verbal praise, postcards, reward outings • Pastoral lead support • PSHE curriculum tailored to needs. • Person Centred Plans/ pupil strategy sheet • Pastoral lead intervention	• SEAL/ Emotional Literacy targeted intervention • Lego Therapy • Drawing/ Talking therapy • Creative Nurture programme • Thrive sessions • Individual reward system • Home / PRU record (daily) • Peer mentoring (as appropriate) • Individualised mentoring based on relationships • Pastoral lead intervention • Individual counseling –Kalmer Counseling • Transition support • Referrals/ support from outside agencies - CYPS/ Educational Psychologist
Sensory and Physical Visual/ Hearing	• Quality first teaching • School Health support • Staff aware of implications of impairment • Writing slopes • Pencil grips • Flexible teaching arrangements. • PowerPoints should be printed off as aid for short term memory	• Individual SEN Support Plans • Additional handwriting practice • Individual support during PE and lunch time • Reasonable adjustments to environment to support access • Referrals to Doctors/ occupational therapist/ speech therapist/ hearing specialist/ optician (to be made by

	• Medical support. • Worksheets/ power points should have a pastel background/ printed on pastel paper • Tailored seating plans.	parents)

IMPORTANT INFORMATION

The information above outlines the practice and range of support offered across the PRU in each area of need**. High quality teaching (Quality First Teaching)**, differentiated for individuals, is the first step in responding to pupils who have or may have SEN (SEND Code of Practice 2015 Pg 99). Quality first teaching can be defined as:

- Highly focused lesson design with sharp objectives and differentiated curriculum planning, activities, delivery and outcome
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
  (Personalised Learning - A Practical Guide 2008 pg. 12)

For further information please contact tour designated SENCo's – Mrs Emma Blackburn (Acting Head Teacher) or Mr Dave Kirby (Acting Assistant Head Teacher).