



### **What does our school look like?**

Rowlands Gill Primary School is a maintained mainstream school for students from the ages of 3 to 11, with an Additionally Resourced Mainstream School (ARMS) provision. Our dedicated staff work hard to ensure that each and every child acquires a thorough knowledge of basic skills which enable all of our children to become lifelong learners who are well equipped for their future.

The main school caters for students with additional support at school, if the child has an identified Special Educational Need or Disability (SEND). The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than other children of the same age. Our provision, support and ethos is based upon the ideals and information contained in Section 6 of the SEND Code of Practice, 0-25 Years and also in keeping with the information contained in Regulation 51 and Schedule 1 of the SEND Regulations 2014.

### **What does our ARMs Provision offer?**

Our ARMS class (C7) provides a happy and enriching learning environment, within which up to 10 Key Stage 2 children (Years 3-6) with a wide range of complex learning needs are supported, stimulated and challenged by up to 3 supporting adults. At the heart of our ARMs provision is the belief that our SEND children should learn to recognise their strengths and develop their independence. The staff work closely as a team to ensure that our children in the ARMs provision receive a personalised curriculum as well as supporting children to access some lessons with their chronological mainstream class during the afternoon sessions.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Emily Mobberley. Mrs Lindsey Clarke will be taking over SEND from 3<sup>rd</sup> November 2025 until July 2026 whilst Mrs Emily Mobberley is on maternity leave. The SENDCo can be contacted by phone on 01207 549359 or by email at [send@rowlandsgillprimary.org.uk](mailto:send@rowlandsgillprimary.org.uk)

### **How do we identify needs?**

All pupils follow a broad balanced curriculum that is appropriate to their age and stage of development, which is personalised to take into account their needs and abilities. In order to identify a student's special educational needs, we use all of the information about the pupil's progress, the Gateshead SEND Thresholds and where appropriate, assessment from the HINT Team and the school's Educational Psychologist. We compare it with the progress of other students in the school and against national results.

If a pupil is 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 seek 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, CYPS (Children and Young People Services), assessment from an Educational Psychologist or referrals to Speech and Language Therapy, Occupational Therapy or sensory teams, including LINT.

### **How do we assess, monitor and review children's progress?**

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 during the academic year, data is analysed and tracked to get a clear indication of which children need support with their academic work.

Progress is discussed regularly at staff meetings and tracked closely by staff. Progress is reviewed formally every term in Pupil Progress Meetings and monitored against Age Related Expectations (ARE) in reading, writing and mathematics. This information is shared with parent/carers through the school reporting system. As well as ARE tests, other tests may be used to monitor progress, such as tests which give a 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, referrals can be made to the HINT and LINT (High and Low Incidence Needs Teams) or the Educational Psychology Service within Gateshead Council, health services such as speech and language therapy, the 0-19 service or Children and Young People's Service or social care teams, such as the Early Help Team. School might suggest completing an Early Help Assessment (CAF) form in order get a team of professionals (Early Help workers) together to work with the pupil and their family. Such referrals need the parents'/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 a Needs 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 beginning of Reception and the end Year 6 using DFE tests or baselines. This is something the government requires all schools to do and the results are published nationally. Children in Year 1 have their phonic ability assessed using a statutory 'Phonics Screen' which can be repeated in Year 2 if the child does not reach the 'required standard'. Children in the Early Years Foundation Stage are also formally assessed according to statutory guidance.

### **How do we keep parents/carers informed?**

Parents/carers can contact school if they have any concerns about their child by telephoning, emailing 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 may also be kept informed through home/school books/diaries and phone calls. Staff will contact parents or carers to discuss issues, concerns or progress of individual children as necessary.

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 targets related to their barrier to learning with the class teacher and SENDCo.

Annual Reviews are held for pupils with Education, Health Care Plans. These reviews focus on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the pupil, class teacher, SENDCo 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. This will be done in a way that is appropriate to their age and understanding, often being gathered by an adult before the meeting and presented in writing.

### **Who is responsible for SEND in school?**

All staff are responsible for special educational needs in school. Here are some of those who can help you:

The **Headteacher**, Mrs Clarke, 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 and Disabilities Co-ordinator (SENDCo)**, Mrs Mobberley, is responsible for:

- Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEND 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. This also involves planning for how best to use the school's allocated number of sessions/hours, in the case of the EP, and the school's allocated Tokens, in the case of HINT.
- Making sure that there are excellent records of your child's progress and needs.
- Providing 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.
- Supporting class teachers in writing Support Plans that specify the outcomes we are striving to achieve for your child.
- Ensuring that all staff working with the pupil in school are helped to deliver the planned work/programme so the pupil 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 adjusted to meet your child's individual needs (this is called differentiation).
- Checking on the progress of your child and identifying, planning and providing any additional help your child may need and letting the SENDCo know if necessary. This could be things like targeted work, additional support.
- Writing Additional Support Plans with SENDCo. These will be shared and reviewed 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 or 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 SEND. They:

- Support pupils to access the curriculum
- Help 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 SEND and differentiation.
- Are mainly classroom based, however Higher Level Teaching Assistants (HLTAs) are able to deliver specific SEND programmes 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 SEND.

### **What training do staff have to support children with SEND?**

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 Headteacher and Senior Leadership Team find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a need or disability that no-one in school has yet had experience of supporting.

Teaching Assistants in school have attended training to deliver specific interventions to support children in areas of English and Maths and attended training with RISE on how to support social and emotional development in March 2023. All staff were trained to use the Gateshead SEND Thresholds in Autumn 2023, and all staff received training around Oppositional Behaviours in 2024. All staff have also received training on Preparation for Adulthood in 2024 and 2025.

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 SEND. All staff who come into contact with the pupil will have this level of training and it will be carried out by the SENDCo, HINT/LINT, Educational Psychology Service 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 assistants and Key Stage leader. They will focus on how teaching and learning can be adapted to meet the pupil's needs. The training can be carried out by SENIT, Educational Psychologist, staff from special schools or other specialist services.

**Specialist** – this is in-depth training about a particular type of SEND for staff who will be advising staff who support pupils at an enhanced level. This could be a specialist SEND teacher or a SENDCo, if they had appropriate qualifications.

### **What support will be available when my child transitions between classes or settings?**

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

Pupils with Education, Health and Care Plans will have a review in the Autumn term before they move to secondary school to discuss the transition and parental preferences towards the secondary schools. You will be informed in February/March of Year 6, which secondary school they will attend in September.

If you are transferring from another primary school, before your child moves to Rowlands Gill Primary School, whenever possible staff will have the opportunity to visit them at their previous school or setting (nursery) and we will arrange for your child to visit us to meet their new teacher and classmates. We also speak to parents before their child begins at the school as they know their child better than we ever can. We will develop a personal and unique transition plan for your child and their needs with their primary school and review staff training to ensure that staff teaching your child have a knowledge of their needs.

If your child is moving child 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 theirs school. When your child moves to secondary school, staff from Rowlands Gill Primary School will discuss the specific needs of your child with the SENDCO of their secondary school and share their personalised support plans with the new school.

When moving classes in school, information will be passed on to the new class teacher in advance of the move and a planning meeting will take place with the new teacher. All Support Plans will be shared and co-created with the new teacher. If your child would be helped by a book, photos or other additional provision to support them understand moving on, then it will be made available to them.

## **How do we support children within RGPS academically?**

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 receiving this as a part of excellent classroom practice, as and when needed, but other types of support are available for pupils with SEND:

### ***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 an 'intervention group' by schools, may be:

- Delivered in the classroom, in a break out space or, if appropriate, outdoors.
- Delivered during assembly times or out of class during a lesson
- 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 with 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 Teams or an Educational Psychologist.
- Outside agencies such as the Speech and Language Therapy (SALT) Service, Physiotherapy and Occupational Therapy.
- Agencies working in collaboration with the school to improve outcomes for social and emotional mental health (e.g. RISE).

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.

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 some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

### ***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, such as an Educational Psychologist, as needing a higher level of support than the school can provide from their SEND 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 this with you if they think that this is required.

### **How do we support children within RGPS with their social and emotional needs?**

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

- Peer mentoring systems involving older pupils.
- Social skills/nurture interventions, either on an individual basis or in the form of a small group - provided by both internal staff and external agencies
- Self-esteem interventions - ranging for the use of sport/music/drama to speech and language interventions
- Anti-bullying policies which is taught within PSHCE lessons, assemblies and theme days.
- Administration of medicines where necessary
- Counselling support from outside agencies for those vulnerable children.

## How do we support children with physical difficulties?

### In School

The school is fully accessible to students with physical difficulties and we have an Accessibility Policy in place.

The following facilities are available for pupils and their parents/carers with physical difficulties:

- Disabled parking bays
- Ramped access to buildings
- Lifts to all floors
- Accessible toilets
- Induction loop for hearing aid users
- Contrast edging and dual height rails on stairs and steps
- Accessible break areas
- Accessible dining area
- A private room for administration of medication
- A hygiene room
- 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, including sports clubs, Art and Reading for Pleasure. All of the clubs are accessible to pupils with SEND.

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. Risk Assessments are sent to the Local Authority for approval.

Staff to children ratios for school visits:

Nursery – 1:4

Reception – 1:5

Year 1, 2 and 3 – 1:6

Years 4 and 5 – 1:10

Year 6 – 1:15

These ratios are regarded as starting points for consideration and are determined by the context of each visit taking into account the relevant risks and the needs of the children involved.

**What should I do if I have a question or complaint about my child's SEND support?**

Parent/carers should contact the SENDCo with any questions or complaints about the provision that the pupil is receiving at school. If the complaint is not resolved, the school has a Complaints Policy which can be found at [www.rowlandsgillprimary.org](http://www.rowlandsgillprimary.org)

Parents/carers can contact the Special Educational Needs and Disability Information and Advice Service (SENDIAS) which is run by Barnardos in Gateshead (tel 07881 834429) This is a free, confidential service for young people who have SEND and their parents/carers. The service is available whether or not the young person has a Single Plan.

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.gov9.uk/localoffer](http://www.gateshead.gov9.uk/localoffer) .

## **Glossary**

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEND might have. The 4 areas are:

- Communications and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Physical and/or Sensory Needs

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

**EHC Plan** – an education, health and care plan is a document that sets out a child's needs and the provision that will be put in place to meet their needs

**Intervention** – a short term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the area

**SENDCo** – the Special Educational Needs and Disabilities Co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Information Report** – a report that schools must publish that explains how the school supports pupils with SEND

**SEND support** – special educational provision which meets the needs of pupils with SEND

**Transition** – when a pupil moves between classes, phases or schools