



Local Offer

Autumn 2023
Review Autumn 2024

This is a local offer for parents and carers at Eslington School.

Please contact the school office with any questions you or your child might have after reading this and looking at our website. www.eslingtonfurrowfield.org

The SEND Regulations 2014 require the governing bodies/proprietors of all maintained schools and nurseries and academies to publish the information about their setting on their website. This is the information for Eslington Primary School.

Dear Parents & Carers,

At Eslington Primary School *every child matters*. We welcome pupils aged 5 to 11 who have no mainstream school place within the Gateshead and the outlying area. All of our children have experienced *a wide range of social and emotional difficulties*. This impacts on their *ability to manage their emotions and how they communicate their needs*. On a day to day basis *this can prevent children from accessing their learning opportunities*. These difficulties and others can in turn, lead to *an increase in risk taking behaviour, difficulties regulating emotions, low self-esteem, and difficulties with maintaining friendships*. Our school provides high levels of both support and expertise identifying barriers to learning and ensuring our children experience success as learners. Whilst all of our children have difficulties with social and emotional development and/or mental health needs, many have additional special educational needs. These range from conditions such as; ADHD, ASC, Attachment Difficulties, Anxiety, Speech and Language Difficulties to issues in reading, writing, maths or with fine and gross motor skills. Our dedicated staff team work in conjunction with other professionals to ensure each child receives the right level of support for them and that individual programmes are designed to help each pupil make progress.



What kinds of Special Educational Needs or Disabilities (SEND) are provided for?

At Eslington Primary School we aim to nurture and support every pupil to achieve their full potential. This includes their academic achievement, their life skills, social skills and emotional resilience. Our pupils are identified by the Local Authority and transfer to our school with an Education, Health and Care Plan (EHCP). Through the Annual Review process, we consider all secondary provision and alternative provisions can be discussed if SEMH is no



longer the primary need. Kathryn Griffiths (Deputy Head Teacher) leads on providing a smooth and seamless transition package. We endeavour to support your child to move on to further education and the world of work.

How are children/young people with SEND identified and how are their needs assessed?

We work closely with parents and carers to make a partnership that meets the needs of each pupil. Throughout their time at our school, pupils are constantly assessed to make sure that they are making the right level of progress and to identify any additional needs or learning difficulties. We believe that quality teaching for all pupils is vital and we pay special attention to any extra needs they might have. If staff have any concerns about a pupil, those concerns will be discussed with the Special Educational Needs and Disabilities Co-ordinators (SENDCos) and with parents/carers. Tests are used to indicate difficulties in maths, reading and spelling as well as other specialised assessments. Where appropriate, an Educational Psychologist may also assess a child or advise staff on a specific issue.



Our aim is always to provide targeted and individual support programmes to meet the needs of each pupil. We value your opinions and views and will keep you informed regularly of your child's progress. Your child will have a Key Worker within class who will keep in contact with you and the class team. The Class Teacher will co-ordinate the regular reports you will receive and will be responsible for co-ordinating your child's SEN targets. The additional needs that your child has, will be overseen by the school's SENDCos and will be implemented by the school's teachers, key workers and teaching assistants.

Who can support your child at Eslington?



Who do you contact if you have any queries about your child's needs?

Headteacher



Name: Mrs Richards

Pastoral Lead
Family Support Worker



Name: Mrs Taplin

Deputy Headteacher
Behaviour and SEN Lead



Name: Miss Griffiths

Assistant Head
Curriculum and Assessment



Name: Ms Emery

Middle Leader
SENDCO



Name: Ms Freeman

How are parents (and carers) of children with SEND consulted and involved in their child's education?

We believe passionately in working with families and carers to provide an excellent standard of care for all our pupils. All parents and carers are invited into school each term to discuss their child's progress and additional needs at our Parent/Carer Consultation Evenings. Annual Reviews of the EHCP are held with parents or carers and any other professionals involved. At all these meetings, progress and new targets are discussed and any concerns are addressed. In addition, parents and carers can make appointments to discuss any further issues with the Head of School, family liaison officer and the SENDCos. Coffee mornings are offered by our Family Liaison Officer where parents can meet to find out more about the programmes on offer to support them at home such as the *1,2,3 Magic* Parenting Programme. New parents or carers are welcome to come and visit the school before their child transfers to Eslington Primary. A home visit is also offered after the child has started at our school to give parents and carers the opportunity to discuss any worries they may have regarding their child. Our Family Liaison will arrange these home visits and will also help to support behaviour management in the home if requested.



How are your children supported at Eslington Primary School?

All pupils at the Eslington Primary School receive quality first teaching in class. Appropriate learning intentions are set for each pupil and a range of teaching styles and strategies are used to make sure your child's needs are met. We try to restrict the size of teaching groups of no more than 6-8 pupils and so all classes effectively receive small group teaching. Your child will also have an Individual Learning Plan. This sets out their SEND targets and covers literacy, numeracy, social skills, behaviour, independence and emotional/behaviour regulation depending on your child's needs. It explains the strategies that will be used to help them overcome these issues. These plans are reviewed at least three times a year and new targets are set. The plans are available for parents and carers to discuss at any time with the Key Worker. We also offer many different forms of additional support. These can include:

- ✓ Additional support within the classroom
- ✓ Targeted interventions including: Lego therapy, Nessy, Athletics and First Class @ Number
- ✓ Access to calming rooms/strategies/toys/movement breaks and sensory activities.
- ✓ *Nurture Group*
- ✓ School therapist
- ✓ Input from other professionals
- ✓ Targeted interventions for Speech, Language and Communication Needs (SLCN) etc

How do we identify what additional needs your child has?

If your child has been identified as having additional needs by their previous school, we will use the available information to create a programme to meet their needs with us. Secondly, we carry out a series of age-appropriate tests on enrolment, which give us an indication of your child's needs. The tests are repeated throughout their time at Eslington to show how much progress is being made. They also help indicate to us which interventions will be appropriate for your child. Thirdly, and most importantly, we listen to what parents and



carers have to say. If you think your child may have special educational needs that have not been diagnosed, we will carry out observations and tests to determine what they are. If necessary, we will ask outside agencies or specialist services to help us. We will share our information with you and then put a plan in place to meet the needs of your child.

What support can Eslington provide?

At Eslington Primary School, we endeavour to meet the needs of all our pupils and to find the strategies, interventions and support they need so that they can develop socially, emotionally and academically. Our school is a place where traditional values are protected and high standards are promoted. This is underpinned by positive relationships and nurturing principles in all that we do and say.

Our aims are known as the four 4's and they are:

1. Respect - for ourselves, each other, cultures, religions, the environment and the world in which we live.

2. Responsibility - being responsible citizens for the future.

3. Resilience - knowing that it is ok to fail. To have the ability to bounce back and try and try again.

4. Relationships - to understand what a healthy relationship is and be able to form productive, healthy relationships to support us through school and our future.

We consider ourselves to be especially experienced with pupils who have social, emotional and mental health difficulties, learning needs as well as communication and interaction issues. Every child has a bespoke plan (SEMH profile *and Positive Handling Plan*) which aims to meet their individual needs.



What expertise and training do staff have to support children/young people with SEND? How will specialist expertise be secured?

Our staff team are all dedicated professionals who are committed to meeting the needs of children with SEMH that often result in challenging behaviour. The whole staff team have undertaken training in *Trauma*, ADHD, ASD, Dyslexia, Emotional Literacy and Attachment difficulties. We are also trained in the use of positive handling techniques or Team Teach. Ongoing professional development is important to us at Eslington Primary and we ensure that regular training updates are part of the performance management of all staff. NVOs in Managing Challenging Behaviour, Nurture Practice and Philosophy as well as basic certificates in Counselling are held by a number of staff. In addition, we have a qualified Child Psychotherapist/Counsellor who work part time with specific children at Eslington Primary. We work with all social care, health and wellbeing agencies as well as with specialist teachers so that all children's needs are met comprehensively within our school.

How will the school support children with physical and medical needs?

Eslington Primary School staff will meet with parents and health workers to make sure we have the correct training and advice to provide the appropriate medical support and to create an Individual Health Care *and individual risk assessments*. The school nurse *and community dentist* visits school to carry out checks with pupils and to provide advice to staff. Medicines are stored in locked cabinets and there is a team of staff who have first-aid training. Our buildings and classrooms on-site are all wheelchair friendly and we have a lift to the upper floor at our Rose Street Site. We also have disabled lavatories with wheelchair access available. We will always try to work with pupils and families who have disabilities and will seek to make all the reasonable adjustments we can so your child can be taught on-site.



How will I know how my child is doing?

Your child's class teacher and key worker will be contacting you regularly by phone to talk to you about your child's progress and any issues that may arise. You may receive daily or weekly telephone calls or messages via email or SeeSaw to keep you informed of small things. More formally, there will be at least three parental consultations nights throughout



the year where you will be invited to discuss your child's progress, see their work and discuss any concerns. As every child has an EHCP there will also be an annual review which takes place each year. This is a meeting to discuss their needs and is normally led by one of the school SENDCO's. At Eslington Primary School, we carefully track the progress of our pupils during each lesson and each term. The progress and

attainment of each pupil is then monitored by the Senior Leadership Team.

Parents are asked to contribute their views and opinions and to set targets for their child. If you have problems with transport, or getting out of the house, we will try to help you to get to Eslington. We can also do home visits where this is required. Home reading books should

be sent home every Monday and be returned to school by Friday ready to be changed for the following week.

How are young people consulted and involved in their education?

We involve our pupils fully in the life of Eslington Primary School and encourage them to make positive choices in respect of their behaviour, their education and their future. Our School Council, Eco Warriors and *Waldo's Worldies* pupil voice groups are elected by the pupils on a yearly basis. The representatives chosen to take an active role in shaping school policies that directly affect children e.g. Packed Lunch Policy and have a say in how money such as the Sports Premium Funding is spent across school. Each year, pupil questionnaires are also used to give us a snapshot of how our pupils feel about our school. Children are asked regularly to shape our Creative Curriculum by sharing their ideas, interests and plans.

All children at our school have a Key Worker who works directly with each child and monitors progress and wellbeing on a weekly basis. The Key Workers form an important link with parents and carers and can attend meetings to share pupil views. Children will discuss their goals, targets and progress regularly with staff. This then forms part of the new target setting discussions with pupils and parents and carers. Pupils are encouraged to attend Annual Reviews with staff and parents and carers so that their thoughts and wishes are considered. Our school Educational Psychologist, School Psychotherapeutic Counsellor and a range of agencies also listen and share pupil views to make sure that each child's voice is heard.

How is the curriculum and learning environment adapted for children/young people with SEND?

Eslington Hazel Road is a one storey building which is wheelchair accessible. There is an accessibility toilet in the lobby area and a disabled parking bay directly in front of the building. Eslington Rose Street is a two-storey building but has a lift to the second floor. There is also a disabled parking bay close to the main entrance and an accessibility toilet in the lobby area. Any additional equipment that is needed to support our pupils is made



available on an individual basis e.g. visual timetables, calming boxes, wobble cushions or individual screened working areas. Our curriculum is specifically written to meet the needs of the pupils at Eslington Primary. *There is a strong focus on PHSE and RSE as well as lifeskills. When lessons are planned the learning style of each child is carefully considered.* The timetable is split into short blocks or sessions no longer than 45 minutes each.

This helps children to maintain attention as the activities are short and often interactive. The

learning environment in each classroom is adapted to ensure that children *have a safe space and those* with conditions such as ADHD or ASD have the space and surroundings to learn calmly and successfully.

How is the effectiveness of provision for children/young people with SEND evaluated?

Governors at Eslington Primary are active in monitoring the quality of the provision we offer. Annual Reviews scrutinise how well a child's individual needs are met on a yearly basis and our School Improvement Partner works closely with us to make sure that the provision remains extremely effective. Our OFSTED report in July 2022 again graded our provision as outstanding in all areas and staff and governors continue to work together to make sure that it remains outstanding. Our rigorous assessment process monitors the academic, social, emotional, mental wellbeing and behaviour progress for all our pupils, and this is externally validated by our governors. Mr Evans is our SEND Governor and Mr David Kennedy, our Chair of Governors is closely involved in ensuring the effectiveness of Eslington Primary in meeting the needs of all our pupils.

How are children/young people with SEND helped to take part in activities that are available for children/young people who don't have SEND?

As an inclusive school, all our children, irrespective of their special educational needs, take part in the wide range of curriculum subjects. Staff support our pupils in both academic and social situations including lunchtime. To develop our pupil's social skills, a wide range of activities is on offer at break and lunchtime, all supervised and managed by staff. We do not employ lunchtime supervisors and



our Teachers and Teaching Assistants support our children across the whole day. Small groups or one to one support for playtimes helps to guide and develop the early social interactions that form the basis for trusting relationships. The high levels of staffing are used effectively to support as and when appropriate so that children can access activities including sporting competitions and festivals. Working closely with our partners in the local cluster enables us to offer access to mainstream activities when our children are ready.

Risk assessments for educational visits take account of the individual needs of each pupil and staffing levels for these visits are carefully monitored.

How are children/young people supported to improve their emotional and social development? What are the systems for the safe dispensation of medication in school?

At Eslington Primary, we use a range of emotional literacy and social development assessments so that we can understand how best to support each child in developing the social and emotional skills they need. These include the skills to interact with others successfully, to build resilience and develop their self-esteem. Key Workers assigned to each child will monitor and work with pupils on a weekly basis to improve their emotional wellbeing and to resolve issues that could affect a child's social development. *We also have a nurture group for those children who need intense support to develop the social and emotional needs to improve their readiness to learn. We have a Mental Health Team within school; teachers can refer into the mental health team if they have concerns or need further advise / support regarding a child's social, emotional or mental health.* Social Time takes place on a Friday afternoon; this is a key opportunity for staff and pupils across school to develop social skills through a range of activities.

We believe that the development of social skills is one of the key elements in ensuring success for our pupils and we take all allegations of bullying seriously. The high levels of staff supervision and trusting relationships between pupils and staff, enable us to deal with any instances of bullying swiftly and successfully. All pupils know how to report bullying and who to tell. Regular participation in Anti-Bullying weeks run by Gateshead Local Authority and raised awareness during termly assemblies keep instances of bullying at a minimum. Pupil questionnaires help us to monitor this and to respond to any concerns our pupils raise. Our School Councillors regularly consult all pupils about their views about school life and feedback to staff in regular meetings. Our standards of behaviour are high and the 4Rs – Respect, Responsibility, Resilience and Relationships - remind the children of the high expectations we have as a school community of behaviour and attitude. Our attendance levels are very high, and we work with parents/carers to maintain this.



We have several pupils who need medication at various times during the day. All staff are trained in administering medication and follow strict protocols to manage the day to day storage of all medications on the school site. All staff are first aid trained and we also have Mrs Recchia and Mr Donkin, who have undertaken further training in emergency first aid in schools including Paediatric Emergency First Aid.

How are other services such as health, social care, support services and voluntary sector, involved in meeting children's SEND and supporting their families?

Where other agencies are involved with a child, regular meetings will be held to make sure that information is shared appropriately and that we work together to provide the best level of care for that child. We work closely with agencies such as Barnardo's, Early Help, Children and Young People's Services as well as local Child and Adolescent Mental Health Services (CAMHS). Our Family Liaison Team and our SENDCos are happy to advise parents/carers and to make referrals if necessary, so that families and children receive the outside intervention they need.

What if my child is looked after by the Local Authority?

Children who are looked after by the Local Authority are supported by an organisation called the Virtual School. The Head of the Virtual School is Linda Mason and Rachel Allan is Eslington Primary's case worker. Together we work closely with parents, foster carers and Social Care to ensure that Personal Education Plans (PEPs) and the money from Pupil Premium Plus is used appropriately to create the best bespoke education package to meet each pupil's needs.

How are children/ young people supported in moving between phases of education and in preparing for adulthood?

We take transition to secondary school very seriously and understand just how difficult it can be for some of our pupils to make that step to their next phase of education. Options for going back into mainstream schools or to a secondary provision are discussed with parents and carers, partnership schools and the agencies involved with each child.

Parents and carers are encouraged to visit the schools that may be suitable and to make an informed decision based on what is best for their child. Once a school is identified by the Local Authority, visits to the new school are arranged and individual transition packages are put in place. Children who have made the transition in previous years are also invited to visit our school and can often put our Year 6 pupils' minds at rest by answering any questions they may have. Regular visits to a secondary school are offered so that the pupil is prepared emotionally for the transition to secondary school and links are kept with our pupils once they have left Eslington Primary. Staff from other schools are invited into school to meet pupils and to answer their questions. If a child is ready to transfer back into mainstream before the end of Year 6, that will be discussed at the Annual Review with parents/carers and the pupil themselves. A suitable primary school will be identified, and a lengthy supported transition is offered so that the child experiences success in their new school and is given time to build new relationships with classmates.



How does remote learning work at Eslington Primary School?

Eslington Primary School will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. The schools remote learning policy will outline the provision Eslington aims to provide. Eslington Primary School will use remote learning in exceptional circumstances and would like to make it clear that whilst the completion of work is an expectation, we will endeavour to inform, support and guide families the best we can so that the children can continue to make progress if out of school for periods of time.

Each family is unique and because of this, should approach home learning in way which suits their individual needs.

What if I do not have access to an electronic device at home?

If you do not have access to an electronic device, please contact your child's teacher. They will then liaise with the Senior Leadership Team is seeing if there is a way that school can offer support. Work can also be provided in paper form if needed.

How are complaints about the school's SEND provision handled?

If you have any concerns about the provision your child is offered at Eslington Primary School please do not hesitate to contact the school on [0191 4334131](tel:01914334131) or email us via eslingtonprimaryschool@gateshead.gov.uk

We will be happy to meet with you and will endeavour to respond to your concerns or questions as fully as we can. If you are not satisfied with the response from the school, you can then write to the Chair of the Governing Body at the school's address. The Chair of Governors will then respond to you directly. If you are still unsatisfied with the response, you should contact Pupil and Parent Services at Gateshead Civic Centre, Regent Street, Gateshead, Tyne and Wear, NE8 1HH. Alternatively, you can telephone them on (0191) 433 3000.

A copy of the school's Complaints Procedures can be obtained from the School Office.

Parents/carers can also contact the Special Educational Needs and Disability Information and Advice Service which is run by Barnardo's in Gateshead (Tel 0191 4784667). This is a free, confidential service for young people who have SEND and their parent/carers. The service is available whether the young person has an EHCP.

Where can parents/carers/young people find the Local Authority's Local Offer?

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.gov.uk/localoffer.

If you want to discuss anything in our school's Local Offer or are seeking more information about the provision we can offer your child, please contact our SENDCo, Ms Freeman on 0191 4334131/4335151 or email the school via eslingtonprimaryschool@gateshead.gov.uk.