



Believing and Achieving Together

# **Seaton Delaval First School**

## **SEN Information Report**

**October 2017-18**

**Part of the Seaton Valley Partnership of  
Schools**

## **Aims of our provision in regards to pupils with special educational needs and/or disability**

At Seaton Delaval First School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The aims of our policy and practice in relation to special educational need and disability are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **What are special educational needs (SEN) or a disability?**

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

*Xiii A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*Xiv A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The definition of disability in the Equality Act (2010) states children with *'...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## **The kinds of special educational needs and disability (SEND) for which provision is made at Seaton Delaval First School**

We aim to provide all children with a broad and balanced curriculum, differentiated to their individual needs. Every child is given opportunity to achieve success in all areas of the curriculum, with the chance to reach their full potential and develop at a pace appropriate to their individual capabilities. We have experience of supporting children with a wide range of difficulties, including ASD, ADHD, Cerebral Palsy, Down's Syndrome, Sensory Processing Difficulties, Hearing Impairment, Attachment or Communication difficulties, to name a few. We are supporting several children who have social care provision.

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Consideration of the child's disability would be made prior to admission. However, the school is fully accessible and we work closely with a range of professionals including Paediatricians, Physiotherapy, Occupational Therapy and Speech and Language Therapy practitioners to ensure the support we provide in school will meet the needs of the child.

## **What are the roles of staff in relation to Special Educational Needs or Disability?**

The school's special educational needs coordinator, Mrs R Hayward, is responsible for:

- Coordinating all the support for children with special educational needs or 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 you are involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's Special Educational Needs and Disability register (a system for ensuring all the SEND needs of pupils in this school are known) and 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 children with SEND in the school achieve the best progress possible.

Your child's class/subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Group Intervention sheets or individual Pupil Profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and 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 Head Teacher, Mr O Flitcroft, is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor, Mrs M Bonadies, is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## **How does our school know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

We identify children with special educational needs and disabilities as early as possible and ensure that their needs are met. Half termly assessment and target setting procedures support early identification of needs.

A key principle under the SEN Code of Practice is that there should be no delay in making any necessary SEN provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. The Code states that:

*"Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life".*

Some children arrive at our school with identified SEN, in which case the SENCO will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so they can share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress. Children are usually given additional support for two half terms before being identified as having SEN to help them catch up with peers. Following this, and in consultation with all relevant staff at school and the child's parents, a child may be identified as having SEN and appropriate provision will be made.

Parents are informed if their child is put on our SEND register, are invited into school to discuss progress and targets and are sent half termly letters containing their child's intervention targets. We encourage parents to support their children at home.

## **What should a parent do if they think their child may have special educational needs?**

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCO or the Head teacher.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

## **How will the school support a child with SEND?**

### **Provision for all pupils**

All pupils will be provided with high quality teaching (also known as Quality First Teaching) that is differentiated to meet the needs of all learners. This means:

- 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 may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. These include aids such as specialised equipment.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these in writing and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class teacher and Head teacher.

### **Provision for pupils with SEND**

When pupils are not making expected levels of progress, the class teacher and SENCO implement additional support, with parents informed verbally and by letter of the support in place and their child's targets. Underachievement is not classed as special educational needs and is usually resolved with a short period of support. If the child continues to need support for longer than two half terms and the SENCO determines they have special educational needs, or it is immediately clear they have significant needs, they will be added to the Special Educational Needs Register, which details all pupils with SEND.

Pupils who are underachieving or who have SEN are provided with specific group intervention work within a smaller group of children.

Intervention groups may be:

- Taught inside or outside of the classroom
- Taught by a teacher or, most often, a Teaching Assistant who has had training to run these groups

Specific small group work is set up according to the needs of children. Current support includes:

- Additional Phonics support
- Daily reading and comprehension activities
- Specific writing support
- Handwriting groups
- Targeted maths support
- Speech and language support
- Support for play skills
- Lego Club to develop social communication skills
- Sensory / movement group

In the past the school has also run nurture groups, Emotional Literacy groups and a Circle of Friends to support an individual child.

Class teachers will take care to simplify the language used when talking to children with communication needs and to clarify their understanding. Some children with auditory processing delays are given visual support and scaffolding to help them achieve. Seating arrangements are varied according to the child's need so they sit in a place where they can

concentrate best. A range of resources are used to help children with attention difficulties including move and sit cushions and other concentration aids. Care is taken to address children's sensory needs.

Action relating to SEN support follows an assess, plan, do and review model:

- **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCO in order to make an accurate assessment of the pupil's needs. Discussion with parents supports the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be sought and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
- **Do:** SEN support will be recorded using a Group Intervention plan or, for children with more complex needs, an Individual Pupil Profile. This will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed half termly. Parents' views about provision and progress are sought via a parent questionnaire, with parents welcome to come into school to discuss views in person with either the class teacher or SENCO. Pupils views are sought usually through informal discussion. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to Local Authority SEN Support Services, Specialists in other schools e.g. teaching schools, special schools, Social Services, Health partners such as School Nurse and Young People's Service (CYPS) and Speech and Language Therapy.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority either for Top Up Funding or to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.



## What are the different stages of support available for children with SEND?

**Stage of SEN Code of Practice: SEN Support** means the child has been identified by the class teacher / SENCO as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The class teacher/SENCo/Head Teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority SEND services i.e. Psychological Service, Communication, Literacy or ASD /Behaviour Service, Sensory Support Service for Visually or Hearing Impaired pupils; Health Service agencies such as the School Nursing Team, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Primary Mental Health or Children and Young People's Service; Social care services e.g. Children's Services.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENCo/Head Teacher (or you may have raised your own concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your 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 particular 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 better 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 an outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **SEN Support with Top-up funding**

This is support for children who need additional, short term support, which cannot be provided from the budget available to the school. When needed an application can be made for top-up funding. The top-up funding application identifies and provides costs for the support already in place and plans and costs the support needed for the child to make more progress. Additional support may be used to support your child with whole class learning, run individual programmes or small groups including your child. If allocated, funding lasts for 12 months and must be reapplied for if it continues to be needed. Children with top-up funding will be on the SEND register at SEN Support.

Usually your child will also need specialist support from a professional outside the school. This may be from Local Authority SEND services i.e. Psychological Service, Communication, Literacy or ASD / Behaviour Service, Sensory Support Service for Visually or Hearing Impaired pupils; Health Service agencies such as the School Nursing Team, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Primary Mental Health or Children and Young People's Service; Social care services e.g. Children's Services.

### **Education, Health and Care Plans / Statements**

Support for children whose learning needs are severe, complex and lifelong is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENCo/Head Teacher as needing a particularly high level of individual or small group teaching (usually more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from Local Authority SEND services i.e. Psychological Service, Communication, Literacy or ASD / Behaviour Service, Sensory Support Service for Visually or Hearing Impaired pupils; Health Service agencies such as the School Nursing Team, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Primary Mental Health or Children and Young People's Service; Social care services e.g. Children's Services.

For your child this would mean:

- The school, or you as parents, can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been sent to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not

think your child needs this, they will ask the school to continue with the support at SEN Support.

- Assuming statutory assessment goes ahead, after the reports have all been sent in, an SEN Officer from the Local Authority will write a draft EHCP. You have the opportunity to meet with the SEN Officer and professionals involved to discuss the draft and suggest changes if needed. The SEN Officer will then send it to the SEN panel who decide if it should be made statutory. If this is the case they will finalise the EHCP. If this is not the case, they will ask the school to continue with the support at SEN Support and issue the plan in draft form only. School would then continue to reapply for top up funding. There is a procedure for appealing panel decisions if an EHCP is not agreed which the SENCO can explain if needed.
- The Statement or EHC Plan will outline the type of individual or small group support your child will receive from the LA and what strategies must be put in place. It will also have long and short term goals for your child. The level of funding attached to the EHCP is used to determine the number of hours support is available.
- The additional adult may be used to support your child with whole class learning, run individual programmes or small groups including your child.
- The SENCO will invite you to an annual review of your child's EHCP, along with all the professionals involved. You can request an earlier EHCP review meeting if you have concerns that the provision in place needs to be adjusted sooner.

## **Who are the people providing support for pupils with SEN in school?**

Directly funded or provided by the school:

- Twelve teaching assistants ( see staff training section)
- Class teachers
- SENCO

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision
- SEND Support Services including : Psychological Service, Communication Service, Literacy Service, ASD/ Behaviour Service, Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy
- Primary Mental Health team

## **What training does the school staff supporting children and young people with SEND have?**

All staff have sufficient training and experience to identify children who may need additional support and offer initial support. The SENCO monitors all interventions, checking they are appropriate to meet the child's needs, and organises resources and staff training as needed. When necessary, the SENCO organises referral to outside agencies for additional support and staff work closely with these specialists to provide recommended interventions, undertaking training as required.

### **Current staff training:**

The SENCO has been in post for 16 years and has a Masters degree in Education, focused on SEN.

We currently have 12 teaching assistants, with the following qualifications:

- Level 2 Childcare – 1
- Level 3 Childcare or Early Years Care and Education or Supporting Teaching and Learning - 7
- Foundation degree in Children's Workforce Practice – 1
- NNEB – 3

Several teaching assistants have gained additional qualifications, including

- Level 3 ASD training
- Level 3 Supporting Children with hearing Impairment

Other training completed by teaching assistants includes:

- Moving and handling
- Speech and language difficulties
- Makaton
- ASD
- Restraint
- Emotional Literacy
- Attachment
- Read Write Inc
- Numicon
- Sensory processing difficulties

Staff are adaptive and seek support from each other to share skills and experience.

## **How will I be involved in discussions about and planning for my child's education?**

We value the support of parents and want to work in partnership to support your child. We appreciate being informed of any changes at home which may impact on your child's development in school. We know that happy children learn effectively. Please do not hesitate to let us know if you have any concerns about your child.

In addition to an ongoing communication between parents and the class teacher, parents will be involved:

- through discussions with the class teacher, SENCo or Head Teacher
- by responding to a parent questionnaire which is sent out prior to class teachers reviewing targets, with opportunity to make an appointment to come into school to discuss views in person
- during parents evenings
- at meetings with support and external agencies
- at annual reviews for children with top up funding or EHCPs

### **How will pupils be involved in decisions regarding provision that can better meet their needs?**

We give children the opportunity to express their views and explain their special educational provision to them when appropriate. Teachers and TAs discuss provision with pupils, at an appropriate level, to identify their likes and dislikes and how best to support them. Each child will have their targets explained to them. A termly pupil questionnaire provides feedback to senior leaders about pupil views across the school.

When applying for Top-Up funding for children with High Needs, a One Page Profile is completed with the child, including information on their likes and dislikes, what they are good at and how best to support them.

Children with EHCPs contribute their views to their annual review meeting by answering a simple questionnaire. Where capable, they attend for part of the meeting to share their views.

### **How will the curriculum be matched to each child's needs?**

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists. These include use of simplified language and adult support to understand instructions, visual support to help children with processing difficulties, alternatives to writing for children with fine motor difficulties and additional access to practical learning. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. Children with complex difficulties sometimes follow an individual curriculum to meet their needs. Curriculum adaptations are made for all children with physical difficulties to ensure access and prevent them being treated less favourably than their peers. All actions taken by the class teacher will be shared with parents.

## **How will parents know how their child is doing?**

Attainments towards the identified outcomes will be shared with parents half termly via the SEN targets letter which contains a review of the previous half terms targets and the current targets.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0191 2371239.

Progress information is also shared via the annual School Report and at Parents' Evenings. Some children with high needs have a home / school communication book.

## **How will parents be helped to support their child's learning?**

- Please look at the school website. It can be found at <http://www.seatondelaval.northumberland.sch.uk/website> and includes links to topics.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- A number of parent workshops are available at the Sure Start Children's Centre on the school site.
- A copy of the 'Guide to Services for Children and Young People with SEND in Northumberland' is available from the SENCO.

## **How will the school evaluate the effectiveness of the SEN provision made for pupils?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted.

## **Current evaluation of the effectiveness of provision for pupils with SEN**

In October 2017 there were 40 pupils on the SEND register out of a school roll of 209 pupils, including Nursery (19.1%)

Of these, there were:

- 36 pupils at SEN Support, excluding those with additional top-up funding (90% of SEND register, 17.2% of school roll);
- 1 pupil at SEN Support with additional top-up funding (2.5% of SEND register, 0.5% of school roll);
- 3 children have EHCPs (7.5% of SEND register, 1.4% of school roll).

Closing the gap in achievement – half termly assessment means children at risk of not meeting targets are identified early and appropriate support is put in place. Targets for children receiving support are written each half term, based on assessment results.

#### Progress of children with SEND

Children with SEND make the same or better progress than their peers, comparing favourably with all pupils.

In the school year 2015-16:

- In Reading, 40% of pupils with SEND made expected progress and 60% made more than expected progress.
- In Writing, 51.125% of pupils with SEND made expected progress and 48.875% made more than expected progress.
- In maths, 53.875% of pupils with SEND made expected progress and 42.375% made more than expected progress.

From the 18 returned parent questionnaires in October 2016, there were no complaints made. One parent of a child with an EHCP commented that their child's "writing & understanding of word formation has come on greatly". They have "no concerns, just grateful for the support he receives". Another parent said they were "more than happy with targets set by school, thank you." Two parents commented on improvements in their children's speech. Another raised concerns about speech, which are echoed by school, so we have been proactive in getting further input from SALT. Any concerns have been followed up through onward referrals or targeted support and discussed with parents.

At our Local Authority Inspection of SEN provision in 2016, feedback from parents was highly positive.

The school was last inspected by Ofsted in June 2017. The report states:

"Lower-attaining pupils receive a good range of additional support both within and outside of normal classroom time. Leaders within the school track the progress of this group of pupils carefully and ensure that all necessary interventions are put into place immediately and pupils are appropriately challenged in all lessons. As a result, this group of pupils currently make good progress from their starting points at key stage 1 and in Years 3 and 4."

"...at key stage 1 in 2016, pupils achieved outcomes that were above those seen nationally, especially in mathematics and reading. ... Children in the early years are increasingly making strong progress from starting points that are below those expected for their age when they begin Nursery. However, the proportion reaching a good level of development by the end of Reception is still below the 2016 national average. Pupils' progress is closely tracked and reviewed on a regular basis and summaries of progress are shared with governors. Regular moderation within school and with external partners lends an accuracy to school tracking information. Leaders and teachers know their pupils very well and progress reviews inform future improvement activities and interventions to support underachieving pupils. Interventions are closely monitored and operate on a fluid and flexible basis, and you and

your teachers are careful to ensure that there is always a positive impact on pupils' learning."

"Your team's commitment to pupils' academic development is matched in their commitment to pupils' wider personal and social development. Pupils behave in an extremely positive way and show great care and concern for each other. This reflects you and your teachers' high standards and expectations. Pupils understand that good behaviour is more than following rules; they see that it is about positive attitudes and having high aspirations for their futures. You work extremely well with outside agencies to provide appropriate support and guidance for the most vulnerable pupils that come to your school and their families."

## **What support will there be for children overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum. More detail is available from your child's class teacher.
- Pupil questionnaires explore children's well-being and perceptions of school.
- Small group interventions to support pupil's well-being are delivered to targeted pupils and groups when needed. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Individual pupils have emotional support from the class teacher or LSA, including the use of feelings diaries.
- Pupils who find outside class times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills.
- The school has an anti-bullying policy which is rigorously enforced. All teachers report concerns about behaviour or welfare to the head teacher via a record sheet, enabling patterns to be easily identified and dealt with.
- Support for parents from the SENCO, including Team Around the Family meetings, when needed

## **Pupils with medical needs (Statutory duty under the Children and Families Act)**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with parents and relevant health professionals
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or other medical professional as being competent.



- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

## **How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.
- Additional support is arranged for children with disabilities to enable them participate in school activities and to attend after school clubs.

## **How accessible is the school environment?**

The school site is fully accessible. All entrances are easily accessible for wheelchair users ensuring good access to school via the main entrance and our nursery entrance, via an automated door. We have four accessible toilets, situated in different parts of the school. There is an adult sized adjustable changing table in the largest accessible toilet. Nappy changing facilities are also available in Nursery. We have hygienic nappy bins which are emptied by a specialist company. There are accessible shower areas with appropriate support seating within two of our accessible toilets. There are three disabled parking bays near the main entrance. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website's SEND section.

## **How will the school prepare/support my child when joining or transferring to a new school?**

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

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible, usually within 5 working days of us receiving confirmation of the new school.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher

- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term
  - If your child would be helped by a book to support them understand moving on then it will be made for them
- In Year 3, Children with an EHCP have a phase change review in the Autumn term. This is when parents name the school they would like their child to move to. Once this has been agreed the SENCO at that school is invited to the next annual review (Autumn of Year 4) to allow them plenty of time to prepare for a smooth transition.
- In Year 4:
    - The SENCO will meet with the SENCO from the next school (usually Whytrig Middle) to discuss the specific needs of your child
    - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
    - Your child will visit their new school on several occasions throughout the year. A transition week at the end of the summer term involves several days of Year 5 staff from Whytrig visiting the first school and first school children visiting the middle school.
    - We arrange additional visits for pupils with EHC plans / top up funding in the Summer term of Year 4.

## **How are the school's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation (Top Up funding).
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  1. Targeted differentiation
  2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
  3. Out of class support (relationship building, social, emotional skill development, )
  4. Small group tuition to enable catch up (subject or targeted at additional need)
  5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)

6. Provision of specialist resources or equipment (use of ICT, sloping board, etc)
7. Access to targeted before school clubs to improve attendance
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition:

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, have been adopted from care or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo or head teacher.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken by the SENCo and class teacher, considering parent views where possible.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher

### **Who can I contact if I have a complaint to make?**

In the event of any complaints, these can be raised with the Head teacher, SENCO or Chair of Governors. Our complaints procedure is published on the school website in the Genral Policies section.

### **Support services for parents of pupils with SEN include:**

- Northumberland SEND Information, Advice and Support Service offers independent advice and support to parents and carers of all children and young people with SEND. Contact Alison Bravey on 01670 623555 or [alison.bravey@northumberland.gov.uk](mailto:alison.bravey@northumberland.gov.uk)
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

