



# SEND Information Report

Welcome to Felton C of E Primary School's **SEND Information Report** which is part of Northumberland County Council's Local Offer for children and young people with Special Educational Needs.

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

At Felton C of E Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). We are committed to working in line with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.

## How do we identify and assess children with SEND?

A special educational need can be a number of different things. For example, a child may be having problems with reading, number work or behaviour, which can be helped by putting extra support in at school and by working in partnership with parents. It may also be due to a disability which makes it harder for a child to use the same educational facilities that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for special help.

Types of special educational needs can include:

- Moderate Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties o Social, Emotional and Behavioural Difficulties
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder – ADHD (Attention Deficit Hyperactivity Disorder)
- Other Physical or Medical Needs

All of whom are able to register at Felton C of E Primary School

## How we support SEND

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

Because of this we offer the following support for SEND children:

We talk to parents/carers if they think their child has a special educational need and let them know what special help the school is giving. Mrs Suzanne Connolly is the Special Educational Needs Coordinator (SENCO)

We have a written Special Educational Needs and Disabilities Policy – a copy should be made available for parents and is included on this website.

Each child's teacher will provide appropriate support by:

- Changing the way activities are planned and delivered in response to the needs of individuals
- Matching activities to the ability / need of each child
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offering small group support to promote skills identified in the child's Individual Education Plan

With the permission of parents we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents and the SENCO to find ways to support each child with their needs, including giving parents ideas on how to help their child at home.

Our school staff will set targets for SEND children which will be shared with parents, either during Parents' Evening or a Review Meeting.

If your child has Special Educational Needs our SENCO will:

- Ensure the right support is put in place for each child
- Advise other teachers and teaching assistants on how to help each child and ensure they have an up to date
- oversee the creation and review of their Individual Education Plan which will detail how their needs will be met in school
- Arrange training for staff so they understand each child's needs
- Work closely with parents on a regular basis to talk with them about their child's needs and listen to any ideas or concerns they might have
- Work with other professionals to help individual children, e.g. speech and language therapist /medical professional/educational psychologist

An Individual Education Plan (IEP) / Provision Map details what the school, the class teacher and the SENCO plan to do to help individual children learn. All teachers should be aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

**An Individual Education Plan will be written especially for any child with SEND. It should include:**

- Short term targets for the child which are linked to their needs

- Details of any extra support the child will get
- Who will provide this help
- How often the child will get help
- How and when the school will look at the child's progress again (usually at least twice a year)

The SENDco and or the child's teacher will share copies of Individual Education Plans with parents / carers.

If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Assessment.

This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports.

At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.

Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school.

Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.

## **Pastoral, Medical and Social Support**

At Felton C of E Primary School we consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

We have access to Northumberland SEND Support Services which offer specialist support and advice for pupils, families and staff and provides specialised staff training. The teams include educational psychologists, education welfare officers, inclusion support, behaviour support, literacy, speech and language, autistic spectrum support. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.

We work with the school health service, which provides qualified nurses to support children with health needs to access education, they also lead and deliver the healthy child program, work at community, family and individual level, signpost and refer to other services where appropriate.

We also have access to CYPS This service is able to provide:

- Assessment, diagnosis and intervention on a range of mental health issues.
- Intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.
- An intensive Eating Disorder Service to support children and young people on the eating disorder pathway who are at risk of an inpatient admission.
- A comprehensive transition support package to those young people who are approaching their 18th birthday and may need continuing support as adults.
- Training, consultation, support and advice to front line staff working in targeted services for children.

Children's Services provide for social welfare.

## **How do we consult with our SEND pupils?**

Ensuring that all children attending Felton C of E Primary School receive provision that maximises their enjoyment and achievement is central to all we offer.

Consultation with families is key to securing success in this area.

The SEND children attending our school are aged 3 - 11 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home
- Make close observations during school to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with
- Extend any resources that they show a preference for
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school

## **Areas of Strength**

All staff are committed to achieving our school vision and we all strive to provide a nurturing and enabling environment to ensure the best possible outcomes, both personal and academic, for all children in our care. Our curriculum is organised so that it is flexible and creative in its response to the needs of all children. Children have a planned access to Forest Based Learning lead by qualified staff in our extensive grounds and activities are designed to encourage self esteem, resilience and positive behaviours for learning.

The Head teacher is the SENCo (a role she first took up in 1993) and has over has 25 years experience of supporting children and families in both mainstream and specialist provision. She has worked successfully in support of children with a wide variety of needs including; physical disability and visual impairment , ADHD, Autism, communication, behavioural and social/emotional needs.

We have Specialist staff trained in Emotional and Behavioural Support, e.g. emotional literacy and behaviour programmes and staff training is updated regularly and all the team are experienced in delivering support in Imaginative and practical ways.

Staff within our team are trained in a number of literacy, numeracy, behaviour , social and emotional well-being interventions.

We have proven effective relationships with a wide range of support services including, but not exclusively; occupational and physiotherapy, educational psychology, speech, language and communication support, ASD and behaviour support teams.

We have on site provision run by an external Nursery provider, Pumpkin Pie Childcare, where provision runs from 8.00am - 6pm and includes breakfast and after school care for school aged children.

There is also a wide range of after school support available through a timetable of school clubs.

Children in Years 3, 4, 5 and 6 take part in residential trip each year.

Regular planned meetings between staff and stakeholders support pupil progress and outcomes.

Lunchtime staff teams trained in positive approaches to play.

Staff trained in medical procedures to support children with diabetes, epilepsy and allergies.

Named governor : Mr. Richard Burroughs works closely with SENCo and school.

### **Can my child attend Felton C of E Primary School and then move to Special School Provision?**

Children with SEND that have been issued with an Education, Health and Care plan can attend Felton Cof E Primary School for their education. When considering the move to Secondary education, a child can then be assessed for Special School if a parent wished them to attend this type of setting.

### **How can I find out what schools, social care and health should be providing for my child?**

A new SEND code of practice will be published and this will set out how decisions should be made for children and young adults with SEND. This is statutory guidance and all schools, local authorities and health providers must have regard to it when providing for SEND children/young adults.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **How accessible is your school?**

The main building is Wheelchair accessible, with disabled toilet access adjacent to main entrance. School is on all in one floor and adjustments possible to all main exits and entrances to the school building.

Please contact us if you have any questions about accessibility.

### **What specialist services are available at your school to meet my child's needs?**

We work with an extensive range of services and professionals to ensure we meet the needs of each individual child. We encourage these professionals to visit school as often as possible to work with our staff and share their expertise. Wherever possible, staff implement programmes of work linked to these professionals e.g. speech and language programmes, exercises recommended by physical therapies etc.

## **What training do staff supporting children with SEND have?**

Members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition, our SEND support staff have a selection of training relating to Emotional Literacy and Behavioural Support. As required we use specialists such as Speech and Language Therapists as well as Hearing specialists. Each year the needs of children within our school are carefully considered and training organised to benefit the child.

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

We ensure that all children are offered the opportunity to participate with activities outside of the classroom by making reasonable adjustments to the organisation of these. For example, we ensure SEND children have an appropriate level of adult support if going out of school, if we required we organise transport that provides appropriate access and staff complete a comprehensive risk assessment of any excursion to ensure all children are safe and included. In addition, our SEND children are given the opportunity to participate in visits to settings that meet their specific needs.

## **How will your school prepare my child for the transition to Secondary school?**

Having recently become a primary school, we are working closely with the High school and surrounding Primary schools in Alnwick to ensure we have effective transition programmes in place to support students moving into year 7. For children in year 6 or indeed moving at another stage bespoke programmes can be arranged and parents are very welcome to discuss with school any arrangements they feel would benefit their child.

## **How are parents involved with your school?**

We warmly welcome and actively encourage parental involvement and input when planning for the needs of our students. We are child centred and place the needs of the child at the heart of our decision making.

Regular opportunities for parents to join pupils in school, through curriculum days, parent lunches, collective worship and open days.

Flexible induction arrangements where requested for individual children and families these include Taster Days for Nursery pupils and those children joining school during the year.

There are 'Welcome' meetings for new nursery and reception families and induction sessions for their children.

Children and families who join us during the academic year meet with the Head teacher (SENDCo) to facilitate smooth admission into school.

Formal parents' evenings are held during the Autumn and Spring terms. During the Summer term a written report is provided to parents with the opportunity to meet with the class teacher if required.

Pupil Profiles and intervention plans are shared with parents.

SEND review meetings are held at least annually

Medical care plans also support individual children and are constructed with parent's advice.

Where required we signpost parents to other services e.g. parent support groups.

Homework folders and reading diaries support communication between home and school.

Our open door policy supports both formal and informal communications between ourselves and families.

There is a Half Termly letter is sent to Parents detailing 'Mini adventures' which outline areas to be studied and individual learning objectives.

Behaviour certificates and 'Star of the Week' awards celebrate academic and personal success.

The Homework pack with timetable and Reading Diaries facilitate dialogue between school and home.

A Texting and email Service provides updated Information and reminders to Parents

## **Who can I contact for further information?**

Please contact the school to arrange an appointment with Mrs Suzanne Connolly ( Head teacher and SENCO) or if you have any questions about your SEND requirements please contact the school and we will try our best to help you.

Also consult the curriculum and policies section of our website. Relevant policies are Safeguarding, Good behaviour and SEND

## **Compliments and Complaints**

The education of all pupils that attend Felton C of E Primary School is very important to us and as the school is part of the community, the action of the individuals who work in it will and should be open to comments, compliments, question and, sometimes, criticism.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

Any complaints will be dealt with as quickly and efficiently as possible. These concerns are either sorted out informally, often as a result of discussions, or become formal complaints. The period of consideration will vary with the gravity and complexity of the complaint and the urgency with which it needs to be settled.

Further information can be found in our School Complaints Policy which can be found on the school website in our School Policies section.

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