



Felton C of E Primary School

'Loving, Learning, Living as we journey together to enable everyone to flourish'

Felton C of E Primary School, Mouldshaugh lane, Felton, Morpeth, NE659PY

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Date Drafted: November 2018

Last Review December 2022

REVIEW DUE: December 2023

SCHOOL NAME:	Felton C of E Primary School	
TYPE OF SCHOOL:	Mainstream	Primary (age range 3 -11 years) (mixed)
ACCESSIBILITY:	Partially Wheelchair accessible	To main building - with disabled toilet access adjacent to main entrance

<p>CORE OFFER:</p>	<p>Are you currently able to deliver your core offer consistently over all areas of your school? YES</p> <p>We are a fully inclusive school and our school development plan clearly states our key priority as being ‘The continued provision of an innovative, inclusive and creative curriculum both indoors and out, underpinned by the highest quality teaching and assessment to ensure that every child achieves and sustains outstanding academic, personal and spiritual development ‘</p> <p>All pupils, including those with SEND receive quality first teaching and Felton Cof E Primary School adopts a graduated approach to supporting children. Staff work closely with parents to identify children’s individual needs and then provide intervention and / or SEND support as quickly as possible. This impact of our actions is reviewed regularly with children, parents and staff involved. A wide range of teaching strategies are employed to ensure that all children make at least good progress from their individual starting points. These include:</p> <p>Daily involvement of children in reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress for all.</p> <p>Systematic phonics, which is routinely taught from Nursery to Y2 using the Rocket Phonics Programme and we use the Read write inc Spelling programme from Y2-6</p> <p>Maths teaching that is underpinned by cohesive delivery using ‘Big Maths’. Numicon, White rose and NCETM resources and further supported by interventions such as ‘First Class’ and ‘Success @ Number ‘.</p> <p>A Curriculum designed to support and develop communication, language and literacy intervention and teaching in EYFS and across the school</p> <p>Use of learning prompts displayed in all classrooms to support literacy, maths, citizenship and other curriculum areas</p>		
<p>POLICIES:</p>	<p>Are the school policies available on the website for:</p>	<p>SEND</p>	<p>YES</p>
		<p>SAFEGUARDING</p>	<p>YES</p>
		<p>BEHAVIOUR</p>	<p>YES</p>
		<p>Additional policies also available on the website</p>	
<p>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p>		<p>YES</p>	
<p>RANGE OF PROVISION:</p>	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p>		

Areas of strength:

A nurturing environment for all children which reflects our vision of an ‘inspirational and nurturing Primary School where high aspirations and dedication to the development of the whole child secure the best possible academic and personal outcomes for all pupils’ and is supported our shared commitment to our Ethos and Christian Values, which underpin our shared school Vision and are distilled into a phrase of just 3 words: ‘Loving, Learning, Living’

Our staff have many years of experience of inclusion in school and have benefited from the previous headteacher’s experience of mainstream and specialist provision for children with a variety of needs including; physical disability and visual and hearing impairment , ADHD, Autism, communication, behavioural and social/emotional needs. The SENDCo is in the process of gaining the NASENDCo qualification.

Staff training is updated regularly and all are experienced in delivering wide ranging support in creative and practical ways. Our curriculum is organised so that it is flexible and creative in its response to the needs of all children in our care.

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

Specialist staff trained in Emotional and Behavioural Support, e.g. emotional literacy, behaviour programmes or physical restraint. Headteacher and two TAs are also a licensed THRIVE practitioners

Use of THRIVE approach across school to reduce emotional barriers to learning

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 works closely with SENDCo and the school.

Specialist Facilities/Equipment to support SEND:

Disabled toilet facilities. School is on all in one floor – adjustments possible to all main exits and entrances to the school building.

Ipads and |Chrome books with assistive technology available in every room

Staff are all trained to deliver forest based learning and we all use of our large grounds as learning environment and all children have as a minimum a weekly morning/afternoon slot where they take their learning outdoors

	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>Partnership with Northumberland Inclusive Education Services and SEN Transformations referrals to specific agencies, including specialist support teams including (educational psychologists, specialist language and communication teachers, behaviour support or speech and language support)</p> <p>Access to support from Barndale Special school which is available to support school provision across a range of areas.</p> <p>We work with the school health team when specific medical requests are required, e.g for occupational, physiotherapy or sensory support services.</p> <p>Involvement with Alnwick Partnership at head Teacher level.</p> <p>The Pupil Referral Unit and EOTAS also provide us with support when required.</p> <p>Breakfast and After School provision</p> <p>Nearby provision is run by an external provider in West Thirston who gives priority to Felton school children and where provision runs from 8.00am - 6pm and includes a day nursery.</p> <p>After school support available through a nightly timetable of after school clubs.</p>
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All children have inclusive access to all activities and educational visits. Where necessary adaptations will be made following appropriate advice from involved external agencies and in consultation with parents/carers.</p> <p>Our curriculum is designed and carefully structured to ensure that it provides a breadth of opportunity and experiences to all children. We high expectations of all children and seek to provide a curriculum which supports and develops the whole child</p> <p>Lessons are as inclusive as possible, with adjustments made on a needs basis. Teachers are responsible for the learning and progress of all children in their class, regardless of need.</p> <p>Children are only withdrawn from the whole class for activities when it is in their best interest to do so. All of our children are used to working in a variety of differentiated groups and teaching and learning spaces, depending on subject and need.</p> <p>Children from Year 3 -6 take part in residential trips each year.</p> <p>What proportion of children currently at the school have an SEND?</p> <p>This varies but is generally between 15% and 20%</p>

<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <p>Regular opportunities to join pupils in school, through curriculum days, parent lunches and open days. Flexible induction arrangements where requested for individual children and families. Taster Days for Nursery pupils and those children joining school during the year.</p> <p>Welcome meetings for new nursery and reception families and induction sessions for their children.</p> <p>Children and families who join us during the academic year meet with the Head teacher (SENDCo) to facilitate smooth admission into school.</p> <p>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.</p> <p>Pupil Profiles and intervention plans are shared with parents.</p> <p>SEND review meetings are held at least termly.</p> <p>Medical care plans also support individual children and are constructed with parent’s advice.</p> <p>Where required we signpost parents to other services e.g. parent support groups.</p> <p>Regular email contact, Homework folders and reading diaries support communication between home and school.</p> <p>Our ‘open door’ policy supports both formal and informal communications between ourselves and families.</p> <p>Half Termly letter is sent to Parents detailing ‘ Mini adventures’ which outline areas to be studied and individual learning objectives. Examples of pupils work and activities in school are posted on the website and celebrated on Twitter</p> <p>Behaviour certificates and ‘Star of the Week’ awards celebrate academic and personal success.</p> <p>Google classroom/Homework pack with timetable and Reading Diaries facilitate dialogue between school and home.</p> <p>Texting and email Service provides updated Information and reminders to Parents.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Transition reviews take place in reception, Year 2 and Year 6. We have carefully planned and structured transition programmes between ourselves and our feeder schools. If required, early transition reviews are held in Year 5 to allow for appropriate transition plans and support to be agreed and organised for those children who require additional input at this stage.</p>
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OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>We organise our staff to provide support in the following ways:</p> <ul style="list-style-type: none"> ● Small group tuition with a teacher. ● Small group tuition with a teaching assistant. ● One to one tuition with a teaching assistant/teacher <p>We currently use the following published intervention programmes:</p> <ul style="list-style-type: none"> ● Read Write Inc. ● Talk boost ● Success in Arithmetic and First Class @ Number ● THRIVE
LINK TO NORTHUMBERLAND COUNTY COUNCIL LOCAL OFFER	http://www.northumberland.gov.uk/SEND-Local-offer.aspx
COMPLETED BY: (Name and position)	Jane Leithead Headteacher

Last Review

December 2022

REVIEW DUE:

Spring 2023