



SLALEY FIRST SCHOOL

SEND Information Report – Part 1

Slaley First School

SCHOOL NAME:	Slaley First School		
TYPE OF SCHOOL:	First School (3-9 years old)		
ACCESSIBILITY:	Fully Wheelchair Accessible	PARTIAL	
	Auditory/ Visual Enhancements:	NO	
	Other Adaptations	NONE	
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? YES		
POLICIES:	Are the school policies available on the website for:	SEND	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of strength: Our school is dedicated to high standards of pastoral care will have put this at the centre of our operations. It is reflected in every aspect of school life, from its ethos, the environment for learning, and the way personal development is fostered through mindfulness clubs and after school clubs It is also apparent in the friendly and respectful staff-pupil relationships.		
	Specialist Facilities/Equipment to support SEND Disabled toilet		
	Input from Therapists/Advisory Teachers/other specialist support services We have access to a speech and language therapist and specialist Educational Psychologists and Occupational Therapists via the Local Authority.		
	Breakfast and After School Provision After School Clubs run on three evenings per week. We offer a Breakfast Club from 7:30 - 8:50am five mornings per week and an After School Club from 3:15 - 6:00pm three nights per week		
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? We are a fully inclusive school, with adjustments made depending on need.		

	<p>Children with disabilities are included on all school visits and residential trips.</p> <p>What proportion of children currently at the school have a SEND record</p> <p>10%</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>Slaley First School follows the Graduated Approach. Parents are informed of any initial concerns and involved in the process of planning intervention to support their child in a specific area of need.</p> <p>Meetings are held with the appropriate outside agencies to update and evaluate progress. New targets are agreed and shared with parents/carers and children. Meetings are timetabled at appropriate intervals.</p> <p>We hold parent consultations in terms 1 and 2 each year as well as a written report in term 3.</p> <p>Parents of children who are on the SEND register are invited in to school for termly reviews.</p>
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We have carefully planned and structured transition programmes between key stages and between schools.</p>
<p>OTHER INFORMATION:</p>	<p>What else do you think parent/carers would like to know about your school?</p> <p>We currently use the following intervention programmes at Slaley First School:</p> <p>Small group 'catch up' phonic sessions One to one support with identified areas of the Sounds-Write Phonics Scheme Communication, Language Support Team Mathematics Intervention Communication and Language Intervention</p>
<p>COMPLETED BY: (Name and position)</p>	<p>SENDCo</p> <p>Rachel O'Neill</p>
<p>REVIEWED:</p>	<p>September 2021</p>
<p>NEXT REVIEW:</p>	<p>July 2022</p>