

## Slaley First School's SEND Information Report – Part 2

At Slaley First School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Our ethos is to 'cherish childhood'. We take pride in making a positive contribution to lives of children and the wider community.

<p><b>How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p>We identify children with SEND by:</p> <p>Having good communication with feeder establishments e.g. Private nurseries.</p> <p>We receive information (both verbal and paper documents) about children from previous schools/settings that identify any child with SEND or concerns they have about a child, prior to them joining our school.</p> <p>Having good links and communication with other professionals e.g. Health Visitors share information about children and their needs.</p> <p>Early Years Foundation Stage (EYFS) staffs carrying out home visits to all new Nursery children prior to them entering our Nursery. At these visits we discuss any concerns parents may have about their child.</p> <p>We ensure good teaching. The progress of all children is monitored and tracked regularly by the class teacher and the SENCO, so that when a child is not making expected progress for them in a particular area of learning the school can quickly identify the need for additional support.</p> <p>Regular TA reliably tracks the progress of individual pupils and identifies areas in which expected progress is not made.</p> <p>Teachers regularly share any concerns they may have about a child with the SENCO</p> <p>Teachers/Parents/SENCO share concerns they have about their child.</p>
<p><b>How will parents/carers be able to raise any concerns they may have?</b></p>	<p>Slaley First school offers the following:</p> <p>Parent partnership is actively encouraged and parents are encouraged to raise concerns if they are worried about their child's progress.</p> <p>If parents do have a concern about their child's progress they can arrange to speak to the class teacher or the SENCO (Mrs Rachel O'Neill)</p> <p>Parents are encouraged to talk to outside agencies such as GP's and Health professionals.</p>
<p><b>Who will oversee and plan the education programme?</b></p>	<p>Mrs O'Neill is the school's SENCO</p> <p>She is responsible for creating PEPs which identify individual's needs. Additional intervention is then provided to enable a child to make continued progress.</p> <p>When the school identifies the need for additional intervention the parents/carers will be informed of the planned support and are invited to a meeting at the school to discuss this further and agree specific, personalised targets.</p>
	<p>Slaley First school have a highly qualified and experienced staff.</p>

<b>Who will be working with the child/young person and how often?</b>	All teachers deliver good quality teaching. Differentiation is clearly planned for and implemented. We have three TAs offering additional support, two of which are trained to deliver Paediatric First Aid. 1 HLTA trained to deliver support to children on the Autistic Spectrum
<b>Who will explain this to the parent/carer?</b>	The school's SENCO will explain the type of intervention and support a child is receiving. A review of this intervention will take place on a termly basis with parents/carers.
<b>How are governors involved and what are their responsibilities?</b>	Governors are responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they will receive a report from the SENCO on the progress of children with SEND.
<b>How will the curriculum be matched to my child's/young person's needs? What is the school's approach to differentiation?</b>	All teachers and TAs will have the highest possible expectations for all children in their class. All teaching is planned to building on what children already know, can do and can understand. Staff plan and implement differentiated activities and learning opportunities across the curriculum to meet individual's needs, ensuring progress. This may include a variety of teaching methods being deployed so that your child is fully involved in learning. This may involve using more practical learning or providing different resources adapted for your child. If good quality teaching, with clear differentiation is not meeting the needs of your child, then intervention plans are written. Intervention plans clearly identify specific needs and how they will be addressed. A graduated approach is used in school to plan for progression; details of which can be found in our Special Needs Policy.
<b>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning? In addition to normal reporting arrangements what opportunities will there be for parent/carers to discuss their child/young person's progress with staff?</b>	It is important to us that you and your child know what their targets are and how they are doing. Therefore, regular review meetings to identify your child's progress towards personalised targets are scheduled termly. This is an opportunity for parents/carers to celebrate achievement and contribute towards their child's next set of targets. EYFS have shared learning journals that identify progress. Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic progress and achievement and any behavioural, emotional or social difficulties. If a child (family) has an Early Help Assessment then regular review meetings are held according to need. If a child has an Education Health Care Plan then review meetings will be held at appropriate times depending on the nature and the length of the intervention. A detailed timetable of intervention will be shared with parents/carers. We want you to feel part of our school community and there are many opportunities for you to visit and participate.
<b>How does the school know how well children/young people are progressing?</b>	Staff make termly teacher assessments for all children identifying progress towards the age related expectations (ARE). The senior leadership team analyse this data for different groups of children including those with SEND. Any child not making expected progress is then identified and interventions reviewed.
<b>What opportunities are available for regular contact e.g. home school book</b>	There is opportunity on a daily basis for parents/carers to communicate with school staff. Reading Records and Homework Diaries provide a daily link with parents/carers. Parents/carers are also encouraged to use email as another method of contacting staff and communicating any issues.
<b>How can parents/carers support their child/young</b>	All parents/carers of all children including children with SEND are encouraged to engage with their child's differentiated homework.

<b>person</b>	<p>Intervention plans are shared with Parents/carers and how they can support their child's needs are identified on the plan. Parents/carers are asked to sign and comment on the plan. At the end of the intervention plan, objectives are reviewed and this is shared with parents/carers.</p> <p>Families who have an Early Help Assessment (EHA) are encouraged to carry out any actions identified on the plan.</p> <p>Parents are encouraged to follow any recommendations for support identified by outside agencies.</p>
<b>Does setting/school/college offer any parent training or learning events?</b>	<p>Slaley First School provides information and support events in the form of: Phonics &amp; Reading Evening (Y1); KS1 SATs preparation Evening; Maths Strategy Evening (KS1 – 2); Transition Evening (R-Y4); E-safety Information Evening (Staff/Parents/Governors); Open Mornings.</p>
<b>What support will there be for my child/young person's overall well being? What pastoral, medical and social support is available in the setting/school/college for children/young people with SEND?</b>	<p>The well-being of all of our children is our primary concern at Slaley First school. They are supported with their social and emotional development throughout the school day, through the curriculum, extra-curricular activities and targeted playtime staff.</p> <p>Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum.</p> <p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.</p> <p>The majority of staff have a paediatric first aid qualification</p> <p>All staff have had training in how to use an epi-pen and diabetes management.</p>
<b>How does school manage administration of medicines and provide personal care?</b>	<p>If a child needs prescribed medication then parents have to complete a medication form. A first aid trained member of staff will administer the prescribed medication at the appropriate times and this will be recorded on a personal 'Record of Medication'.</p> <p>In school, if a child with SEND has a toileting issue then staff follow the intimate care policy.</p>
<b>What support is there for behaviour, avoiding exclusions and increasing attendance?</b>	<p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions, is fully understood by all staff.</p> <p>A range of strategies are in-place to avoid persistent inappropriate behaviour.</p> <p>A communication and support group intervention programme is currently in place to support children to make good behaviour choices.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Slaley First School works closely with the EWO to ensure persistent absence is avoided.</p> <p>If a child with SEND is absent due to medical reasons then Slaley First school will work with outside agencies to support the family.</p>
<b>How will pupils be able to share their views and how will they be supported to do this?</b>	<p>All children complete questionnaires about school and school life.</p> <p>School Council actively work with all children to ensure their views are shared.</p> <p>The SENCo works consults with children to ascertain their views on school and their learning prior to Early Help Assessments and Education Health Care Plan meetings where appropriate.</p> <p>Children are invited to participate during parts of meetings regarding their views and needs if it is deemed appropriate.</p>

<b>What specialist services and expertise are available or accessed by the setting/school/college?</b>	<p>See above for school based staff experience</p> <p>School also work closely with:</p> <p>Children's Services</p> <p>NHS</p> <p>Health Visitors</p> <p>CYPS (Children's and young peoples services)</p> <p>GPs (who can also access OT's and Physio's)</p> <p>PRU (pupil referral unit)</p> <p>EWO (Education Welfare Officer)</p> <p>EOTAS (Education other than school)</p>
<b>What training are the staff supporting children and young people with SEND having or have had?</b>	<p>Dictated by the changing needs of pupils.</p> <p>SENCo attends termly network meetings for all SENCos in the Hexham Partnership of schools.</p> <p>SENCo annual conference.</p> <p>Liaison with specialist staff at Middle &amp; High Schools</p>
<b>How will my child/young person be included in activities outside the classroom including school trips? Will all pupils be able to access all activities of the school and how will they be assisted to do so?</b>	<p>We provide learning and enriching experiences to inspire, motivate and meet the needs of all learners.</p> <p>All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate. If safety is an issue then risk assessments are carried out in order to ensure everyone's safety.</p>
<b>How accessible is the school environment? Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?</b>	<p>Wheelchair access is partial.</p> <p>Slaley First school has ramps to its Nursery and Clubroom. KS1 and 2 are accessible through the hall and exits to the playground.</p> <p>There is a disabled toilet facility.</p>
<b>What preparations will be put in place before child moves on to the next stage of education and life? What information will be provided?</b>	<p>Nursery staff carry out home visits prior to children joining the Nursery so parents can share any concerns or worries and provision can be put into place to meet individual needs before they start Nursery.</p> <p>There are opportunities to prepare for effective transition scheduled across the academic year. These occur within school and between schools.</p> <p>Opportunities for children with SEND to spend time with their new Teacher and other staff who will be working with them are available the term before they move classes.</p>

	<p>A partnership transition programme is planned and co-ordinated by the Heads of all Hexham Schools. This includes a variety of visits across Key Stage 2. A liaison meeting is also scheduled to provide an opportunity for staff to discuss the needs of individual children. Children create an 'all about them' book to share with middle school staff.</p> <p>Middle school staff and children visit Slaley to answer children's questions. Middle School staff also visit to lead lessons and assess learning within the environment where children feel confident.</p>
<p><b>How are the school's resources allocated and matched to children/young people's special educational needs?</b></p> <p><b>How is the school's special educational needs budget allocated?</b></p>	<p>The SENCo creates an Intervention Timetable according to individual needs. Having identified individual needs, TA skills and resources are allocated accordingly. This provision is delivered using the Notional Funding allocated to all schools in their budget. In certain cases where individual needs exceed the 16 hours (£6000) of their allocated notional funding, additional funding is then requested from NCC.</p> <p>Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner's needs. Our governors oversee the SEND budget.</p> <p>We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.</p>
<p><b>How is the decision made about the type and amount of support my child/young person will receive?</b></p>	<p>Quality First Teaching is an expectation of all staff working in our setting.</p> <p>If a child requires additional support, this will be discussed with the SLT, parents/carers, outside agencies and the child. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO evaluates all additional support and regularly shares updates with the SEN Governor, parents/carers, outside agencies and the child (where appropriate).</p>
<p><b>Who can I contact for further information?</b></p>	<p>Initially, parents/carers are encouraged to talk to their child's class teacher. For children with SEND, further information and support can be obtained from the school SENCO.</p> <p><b>For additional information regarding SEND, please use the Northumberland County Council SEND offer.</b></p> <p><b><a href="http://www.northumberland.gov.uk">www.northumberland.gov.uk</a></b></p>