

Slaley First School - SEN 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>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?</p>	<p>We identify children with SEND by:</p> <p>Having good communication with feeder establishments e.g. Muddy Puddles.</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 class teacher and the senior leadership team, 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>Reliable baseline information that highlights if expected progress for a particular child is not being made.</p> <p>Teachers regularly share any concerns they may have about a child with the Schools SENCO</p> <p>Teachers/Parents/SENCO share concerns they have about their child.</p>
<p>How will parents/carers be able to raise any concerns they may have?</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 concerned about their child's progress.</p> <p>If parents do have a concern about their child's progress they can arrange to speak to 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>Who will oversee and plan the education programme?</p>	<p>Mrs O'Neill is the school's SENCO</p> <p>She is responsible for creating the schools provision map that identifies individual's specific needs and matches this to additional intervention to enable a child to make expected progress for them.</p> <p>When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.</p>

Who will be working with the child/young person and how often?	<p>Slaley First school have a highly qualified and experienced staff.</p> <p>All teachers deliver good quality teaching. Differentiation is clearly planned for and implemented.</p> <p>We have 1 TA with a degree in Family Learning.</p> <p>All TAs are at least level 2 (1 has passed HLTA status)</p> <p>All TAs have had training in delivering:</p> <p>Paediatric First Aid</p> <p>Letters and sounds/Jolly Phonics (sounds great)</p> <p>1 HLTA trained to deliver support to children on the Autistic Spectrum</p>
Who will explain this to the parent/carer?	The school's SENCO or class teacher will explain the type of intervention and support a child is receiving. How the intervention is going will be shared with parents at appropriate times.
How are governors involved and what are their responsibilities?	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.
How will the curriculum be matched to my child's/young person's needs? What are the school's approach to differentiation?	<p>All teachers and TAs will have the highest possible expectations for all children in their class.</p> <p>All teaching is based on building on what children already know, can do and can understand.</p> <p>Staff plan and implement differentiated activities and learning opportunities across the curriculum to meet individual's needs, ensuring progress. This may include putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</p> <p>If good quality teaching with clear differentiation is not meeting the needs of your child then intervention plans are written.</p> <p>Intervention plans clearly identify what individual children's need are and smart objectives relating to these needs are set out.</p> <p>Intervention plans incorporate putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task and maximise their potential raising self-esteem.</p>
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?	<p>It is important to us that you and your child know what their targets are and how they are doing.</p> <p>Staff will inform parents at regular intervals of children's progress.</p> <p>EYFS have shared learning journals that identify progress.</p> <p>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.</p> <p>When appropriate parents/carers are contacted mid-term to discuss the support school is providing and how they can help at home, this may be a phone call or a meeting.</p> <p>If a child (family) has an Early Help Assessment then regular review meetings are held according to need.</p> <p>If a child has an Education Health Care Plan then review meeting will be held at appropriate times depending on the nature and the length of the intervention.</p> <p>We want you to feel part of our school community and there are many opportunities for you to visit and participate.</p>
How does the school know how well children/young people are progressing?	<p>Staff regularly make assessments relating to the objectives about individual children's learning identified on their intervention plan.</p> <p>Staff make termly teacher assessments for all children identifying progress towards age related expectations (ARE).</p>

	The senior leadership team analyse this data for different groups of child including those with SEND. Any child not making expected progress is then identified and interventions altered accordingly.
What opportunities are available for regular contact e.g. home school book	We actively encourage the engagement of parent/carers with all school staff In the EYFS, learning journals provide an effective form of communication with parents, sharing children's learning both in school and at home. Reading record provides a daily link with parents. Parents are encouraged to use email as a method to contact staff and communicate any issues.
How can parents/carers support their child/young person	All parents/carers of all children including children with SEND are encouraged to engage with their child's differentiated homework. 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 plans they are reviewed and this is shared with parents/carers. Families who have an Early help Assessment (EHA) are encouraged to carry out any actions identified on the plan. Parents are encouraged to follow any recommendations for support identified by outside agencies.
Does setting/school/college offer any parent training or learning events?	Slaley First School offers parents training and supportive events e.g Family learning, supporting maths.
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?	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 and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum. 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. All staff have a paediatric first aid qualification 1 TA is the lead first aider All staff have had training in how to use an epi-pen
How does school manage administration of medicines and provide personal care?	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. In Nursery/school if a child with SEND has a toileting issue then staff follow the intermit care policy. Appropriate facilities to accommodate this are provided.
What support is there for behaviour, avoiding exclusions and increasing attendance?	Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. A range of strategies are in-place to avoid persistent inappropriate behaviour. Nurture/social group interventions are used to prevent unwanted behaviour and highlight expectations for behaviour.

	<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 work closely with the EWO to monitor and ensure persistent absence is not a problem.</p> <p>If a child with SEND is absent due to medical reason then Slaley First school will encourage parents to use outside agencies for support</p>
<p>How will pupils be able to share their views and how will they be supported to do this?</p>	<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>Staff work closely with children to obtain their views on school and their current provision especially prior to Early Help Assessments and Education Health Care plan meetings where appropriate.</p> <p>Children are invited to participate during part of meetings regarding their views and needs if it is deemed appropriate.</p>
<p>What specialist services and expertise are available or accessed by the setting/school/college?</p>	<p>See above for school based staff experience</p> <p>School also work closely with:</p> <p>Children's services</p> <p>LIST (Local inclusion support team)</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>Parent support</p> <p>PRU (pupil referral unit)</p> <p>EOTAS (Education other than school)</p>
<p>What training are the staff supporting children and young people with SEND having or have had?</p>	<p>Future training:</p> <p>Dictated by the changing needs of pupils.</p>
<p>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?</p>	<p>Our purpose is to show each child that they matter and will be valued for their contribution to school and to the world in which they live.</p> <p>We provide learning and enriching experience to inspire, motivate, stretch and meet the needs of 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 written and implemented.</p>
<p>How accessible is the school environment? Is the building fully wheelchair accessible? Have</p>	<p>Wheelchair access is partial.</p> <p>Slaley First school has ramps to its Nursery and Muddy Puddles childcare facility. KS1 and 2 are accessible through the hall and exits to the playground.</p> <p>There is a disabled toilet facility.</p>

there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?	
What preparations will be put in place before child moves on to the next stage of education and life? What information will be provided?	<p>Nursery staff carry out home visits prior to children joining the Nursery so parents can share concern and provision can be put into place to meet individual needs before they start our Nursery.</p> <p>The Key Stage One Teacher takes weekly sessions, teaching the Nursery children to the Reception class.</p> <p>Opportunities for children with SEND to spend time with their new Teacher and other staff who will be working with them the term before they move classes.</p> <p>Opportunities to make a 'My New Class' (photo book) that identifies who the key people are, where they will be working and key routines.</p> <p>We have carefully planned and structured transition programmes between us and middle schools. This includes numerous visits in year 4. A sharing meeting where staff chat about the needs of individual children. Children create an all about them book to share with middle school staff.</p> <p>Children take part in a change detectives programme and visit middle school. Middle school staff and children visit Slaley to answer children's questions.</p>
How are the school's resources allocated and matched to children/young people's special educational needs? How is the school's special educational needs budget allocated?	<p>The SENCo creates a provision map according to individual needs. Having identified individual need's TA skills and resources are then matched to best fit the child. The budget is then allocated according. In certain cases where individual needs exceed the 16 hours (£6000) of their allocated school funding, additional top up funding is then requested.</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 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>
How is the decision made about the type and amount of support my child/young person will receive?	<p>Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.</p> <p>Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. 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.</p>
Who can I contact for further information?	<p>In the first instance, 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 SENCO</p> <p>For additional information please use the Northumberland County Council SEND offer.</p> <p>www.northumberland.gov.uk.</p>