

SLALEY FIRST SCHOOL

SEND Information Report – Part 1

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: Ofsted stated that the pastoral care in school was 'outstanding'. We have a nurture group and a TA with a degree in family learning which enables us to foster very close relationships with children and parents.			
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 teachers via the Local Authority.			
Breakfast and After School Provision After School Clubs run three evenings a week. Through community powers, we offer a Breakfast Club from 7:30 – 8:50am five mornings a week and an After School Club from 3:15 – 6:00pm four nights a 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.		

	Children with disabilities are included on all school visits and residential.
	<p>What proportion of children currently at the school have a SEND record</p> <p>19%</p>
PARENT SUPPORT INVOLVEMENT/LIAISON:	<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>
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>We currently use the following intervention programmes at Slaley:</p> <p>Small group phonic sessions</p> <p>One to One support with identified areas</p> <p>Read Write inc</p> <p>OT support group, physical intervention groups.</p> <p>Forest Schools Work</p> <p>Nurture Group</p>
COMPLETED BY: (Name and position)	<p>SENCO</p> <p>Rachel O'Neill</p>
REVIEWED:	September 2018
NEXT REVIEW:	September 2019