

## SLALEY FIRST SCHOOL

**SEND Information Report – Part 1**

<b>SCHOOL NAME:</b>	Slaley First School		
<b>TYPE OF SCHOOL:</b>	First School (3-9 years old)		
<b>ACCESSIBILITY:</b>	Fully Wheelchair Accessible	PARTIAL	
	Auditory/ Visual Enhancements:	NO	
	Other Adaptations	NONE	
<b>CORE OFFER:</b>	Are you currently able to deliver your core offer consistently over all areas of your school?  YES		
<b>POLICIES:</b>	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
<b>RANGE OF PROVISION:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
<b>Areas of strength: Ofsted stated that the pastoral care in school was 'outstanding'.</b>  <b>We have a nurture group and a TA ,which enables us to support children with their mental health.</b>			
<b>Specialist Facilities/Equipment to support SEND</b>  <b>Disabled toilet</b>			
<b>Input from Therapists/Advisory Teachers/other specialist support services</b>  <b>We have access to a speech and language therapist and specialist teachers via the Local Authority.</b>			
<b>Breakfast and After School Provision</b>  <b>After School Clubs run four evenings a week.</b>  <b>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.</b>			
<b>INCLUSION:</b>	How do you promote inclusion within the school? Including day and residential trips?  <b>We are a fully inclusive school, with adjustments made depending on need.</b>		

	<b>Children with disabilities are included on all school visits and residential.</b>
	<p>What proportion of children currently at the school have a SEND record</p> <p><b>10%</b></p>
<b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b>	<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><b>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.</b></p> <p><b>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.</b></p> <p><b>We hold parent consultations in terms 1 and 2 each year as well as a written report in term 3.</b></p> <p><b>Parents of children who are on the SEND register are invited in to school for termly reviews.</b></p>
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p><b>We have carefully planned and structured transition programmes between key stages and between schools.</b></p>
<b>OTHER INFORMATION:</b>	<p>What else do you think parents carers would like to know about your school?</p> <p><b>We currently use the following intervention programmes at Slaley:</b></p> <p><b>Small group phonic sessions</b></p> <p><b>One to One support with identified areas</b></p> <p><b>Read Write inc</b></p> <p><b>OT support group, physical intervention groups.</b></p> <p><b>Forest Schools Work</b></p> <p><b>Nurture Group</b></p>
<b>COMPLETED BY: (Name and position)</b>	<p><b>SENCO</b></p> <p><b>Rachel O'Neill</b></p>
<b>REVIEWED:</b>	<b>September 2019</b>
<b>NEXT REVIEW:</b>	<b>September 2020</b>