



NORHAM ST.CEOLWULF'S C OF E FIRST SCHOOL

SEND Information Report 2019/20

SCHOOL NAME:	Norham St.Ceolwulf's Church of England First School	
TYPE OF SCHOOL:	Mainstream	First School with provision from Nursery to Year 4
ACCESSIBILITY:	Wheelchair Accessibility	We have a wheel chair ramp to access the main entrance to school. The school is wheelchair accessible.
	Accessible Toilet	Disabled toilet available
CORE OFFER:	<p>As a Church of England school, we believe that all children are entitled to receive the support required to allow them to access all aspects of the curriculum and school life and to achieve their full potential. With this in mind, all children in our school receive quality first teaching. As a small school we know our children very well and use a range of teaching strategies to ensure all children make good progress from their starting points. Strategies include:</p> <ul style="list-style-type: none"> • All teaching staff have sufficient training and experience to identify and support the needs of all children. • Systematic phonics teaching in Early Years and Key Stage 1 following Letters and Sounds. • Good relationships with parents to help identify any needs quickly and put appropriate interventions in place. • Caring and nurturing ethos where children are valued and listened to, ensuring all children feel safe and secure. • Careful differentiation of work showing high expectations for all pupils. • An experienced and qualified SENDCo who holds the NASENCo Award (PGCert). <p>We are able to provide support, as required, relating to the areas of need identified in the 2014 SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and Physical Needs.</p> <p>Where a child is felt to have an additional need, the school will work closely with parents, other staff and outside agencies from within</p>	

	<p>Northumberland County Council to identify and assess the need implementing appropriate interventions to support the child.</p> <p>Staff have received training in the Thrive approach to support social and emotional development, Dyslexia and the Plan, Do, Review Cycle to set appropriate targets for children with SEND. 2 members of staff are also Thrive practitioners.</p> <p>The school works very closely with parents, ensuring they are an integral part of the process of identifying, assessing and supporting their child if they are deemed to have an additional need.</p> <p>Transition is a part of life for all learners. This can be to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. The school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.</p> <p>Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to Middle school will be discussed in the autumn term of Year 3, to ensure sufficient time for planning and preparation and the organisation of additional visits and work around transition.</p> <p>Transition arrangements are in place for all children to move on to their next school. Where additional support is needed, this is arranged to make the move a positive experience for the child.</p>
Policies	<p>Special Education Needs and Disabilities</p> <p>Behaviour and Discipline</p> <p>Behaviour Statement</p> <p>Child Protection</p> <p>Accessibility Plan</p> <p>Anti-Bullying</p> <p>Equality</p> <p>Health and Safety</p> <p>Complaints</p>

Range of provision	<p>In School Provision</p> <p>We identify children with additional needs through teacher observations, assessments, discussion with the SENDCo and parents. In the first instance, appropriate interventions will be implemented and monitored by the school following the assess-plan-do-review cycle. If it is felt that the child requires additional support then a referral to an outside agency will be made by the SENDCo.</p> <p>Interventions may be equipment to support the child, differentiated work within the class or small group or 1:1 support in addition to what is provided in the classroom.</p> <p>Outside Agency Provision</p> <p>Where it is felt a child requires further support, a referral will be made, by the SENDCo, to an outside agency including Educational Psychology, Speech and Language Therapy, Literacy Support, Behaviour Support, School Nurse Team or Communication and Sensory Support. They will assess the child, meet with both parents and school staff and offer support and advice.</p> <p>The Northumberland Local Offer with further details of SEND support provided by the County can be found here: http://www.northumberland.gov.uk/SEND-Local-offer.aspx</p>
Inclusion	<p>All children are included in all aspects of school life with support and adaptations made if necessary. When on trips or residential, additional support may be required and will be discussed with parents.</p>

Other Opportunities for Learning	<p>All learners should have the same opportunity to access extra-curricular activities. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements. All staff at the school recognises the importance of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'</p> <p>The Equality Act 210 definition of disability is:</p> <p>"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."</p> <p>Section 1(1) Disability Discrimination Act 1995</p>
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	<p>This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.</p>
Parental Support and Involvement	<p>Parent's Evening takes place twice a year with a full written report to parents in the Summer Term.</p> <p>Targets are set and reviewed between teacher and pupil as appropriate throughout the year with a focus on aspects of maths and literacy.</p> <p>Children with SEND have an individual learning plan with short term targets which are reviewed, with parents, on a half termly basis. Their targets may also include, if necessary, emotional, behaviour or social skills targets alongside maths and literacy targets.</p> <p>The school works closely with parents and ensures that free communication takes place. Parents are invited into school as necessary and are very welcome to make an appointment to talk to the class teacher or SENCo regarding their child's progress and any concerns they have.</p> <p>Parents are also supported through signposting to a range of training and learning events, such as subject specific workshops, and through regular and close contact with the SENDCO and class teacher.</p>
Special Educational Needs (and Disability) Co-ordinator (SENDCo)	<p>The school SENDCo is Ms Jones and should be contacted regarding any concerns or queries relating to SEND.</p> <p>The school governor with responsibility for SEND is Jane Easton. They monitor the provision for children with SEND within the school and meet with the SENCo regularly. They feed back to the full governing body.</p>
Completed By	Sarah Jones (Head Teacher and SENDCO)
Date Completed	November 2019
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