



# Special Educational Needs and Disabilities (SEND) Report - January 2018

## HIPSBURN PRIMARY SCHOOL MISSION STATEMENT

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

<b>TYPE OF SCHOOL:</b>	<b>Mainstream First School 2-11 years</b>	<p>We are a relatively small, rural school located in north Northumberland. We offer mainstream provision from Early Years to Year 5.</p> <p>As from September 2017 we now take children up to Year 6. After Year 6 pupils will normally transfer to the Duchess High School in Alnwick which as provision for Year 7 to Year 13.</p> <p>The preschool class is part of our school and offers part time places from 2 years of age.</p>
<b>ACCESSIBILITY:</b>	<b>Wheelchair accessible</b>	<p>There are ramps to 4 doors and the building, all on one floor, is wheelchair accessible. There is a ramp to the external cabin classroom and future buildings will be accessible.</p>

	<b>Accessible toilet</b>	There is an adult sized accessible toilet available to all in the main school. There is an accessible toilet for pupils in the two new classrooms.
	<b>Auditory/visual enhancements</b>	Steps thresholds have high visibility markings.  Adaptations are made to meet the needs of individual children – this includes assessments of the learning environment from specialists within the Auditory / visual departments within the Local Authority.
<b>CORE OFFER:</b>	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b></p> <p>All children are offered quality first teaching. Early intervention is important when children need additional support. All teachers and teaching assistants have sufficient experience, training and expertise to identify children who may need additional support, and to offer initial support. Staff work closely with parents/carers and it may be decided to request specialist advice. Following referral, teaching staff work closely with support services to provide recommended interventions. Our SENCO ensures that staff training is appropriate to the specific needs of the children. In September we bought into the Service Level Agreement offered by the Local Authority. We work closely with other schools within the Alnwick Partnership and the SENCO attends SEND partnership meetings within the local area.</p>	
<b>POLICIES:</b>	<b>School policies available on the website</b>	Special Educational Needs and disability Supporting Pupils with Medical Conditions Intimate Care Safeguarding/Child Protection Behaviour Equality and Diversity
	We are aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	
<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</b>  Our expertise is in identifying children’s needs quickly and negotiating with children and families to provide early intervention support. This is initially provided by school staff with training and experience. Further specialist	

advice is requested when necessary. All staff within the last year have received dyslexia training and several members of the school team have attended Autistic Spectrum Disorder (ASD) training over the last two years. Two members of staff are currently attending training to support children with hearing impairments.

We are supporting the Local Authority EYFS SEND team with a pilot scheme to support speech and language concerns within school. Staff have been trained to use resources and attend extra training sessions to identify and support speech and language issues within school.

#### **Specialist Facilities/Equipment to support SEND**

There is an accessible toilet and nappy changing area. Space can always be found for therapist sessions e.g. physiotherapy. A Cabin provides quiet space for small group interventions. An outdoor play tower has a tilted climbing wall and steps that are used for mobility therapies. We seek equipment that may support children for example “chewies,” “fidget toys” and special pencil grips.

I-pads are available to all classes for a range of uses.

#### **Input from Therapists/Advisory Teachers/other specialist support services**

We have access to our local SEND Teams. These teams offer specialist support and advice for pupils, families and staff and provide specialised staff training. We have access to specialists including an educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech and language, autistic spectrum and social work. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.

The three SEND services are:

SEND Communication Support Service

ASD and Behaviour Service

Psychological Service

Health support services available include speech and language (SALT) visual impairment, paediatric physiotherapy, occupational therapy, mental health (CYPS), oncology, dieticians, school nurse and health visitors.

Children’s Services provide for social welfare.

	<p><b>Breakfast and After School support</b></p> <p>Allsorts Fun Club offers breakfast and after school provision.</p> <p>Times are from 7.45am – 8.45am and 3.15pm – 5.45pm at a cost of £4 per hour. (Ofsted judgment: 'Good' 2016).</p> <p>Phone 07809 254716</p>
<p><b>INCLUSION:</b></p>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>Teachers plan to challenge and support individual children in every lesson. Many strategies that support particular children are available to all e.g. daily visual diaries, highlighter pens, sprung scissors and quiet areas, so that children are not made to feel different. Children are invited to explain their own perception and others are taught to respect requests e.g. 'I really like to know what will happen today or I need my table to be tidy'.</p> <p>All children are included in all lessons, events and trips and support is provided where necessary, as subtly as possible. Lunchtime and support staff are aware of the particular needs of specific children. When appropriate, additional funding is sought to provide additional staffing or resources.</p> <p><b>What proportion of children currently at the school have an SEND?</b></p> <p>9.64% have additional SEND provision, including 3.65% with High Needs support. (April Census – 2017)</p>
<p><b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b></p>	<p><b>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?</b></p> <p>We listen and consult, guiding families to consider requesting appropriate specialist support. In addition to termly progress meetings, parents are involved in frequent, fairly informal conversations with the class teacher and SENCO. Emails allow conversations with working parents. When parents raise queries or concerns, we aim to meet very quickly to investigate and discuss resolutions.</p> <p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p> <p>Transition arrangements are in place for all children to try their next class or next school. When children need additional preparation, we consult parents and receiving schools to arrange additional visits.</p>
<p><b>OTHER INFORMATION:</b></p>	<p><b>What else do you think parents carers would like to know about your school?</b></p> <p>Our aim is to challenge and support all children at levels appropriate for</p>

	<p>them, so that with effort, they can achieve progress. Current intervention programmes frequently provided include: Read Write Inc. catch up sessions, maths focus groups, Talk Boost, ELSA social/friendship circles, fine motor activities, speech and language activities and a variety of specific 1:1 therapies e.g. physiotherapy. For some children, activities are supported or modified within lessons e.g. PE. Some children simply need to understand 'what makes them tick' so that they can understand that their own perspective is not always the same as their friends' and they learn tolerance and often identify their own solutions. Children know that they may ask to have a quiet conversation with a member of teaching staff, to help them to reflect or to request help.</p> <p>Parents are encouraged to discuss their child's needs with the class teacher or Preschool key worker. The Special Educational Needs and Disability Co-ordinator (SENDCo) is available to offer support and manage provision.</p> <p>Kevin Moloney is SENDCo for the whole school and has the NASC qualification for SENDCo's.</p> <p>Jillian Dexter is Preschool SENDCo, assisting the SENDCo with younger children.</p> <p>Jo Johnson (Reception teacher) has extensive knowledge, and a keen interest in SEND. She is currently a Governor and one of her Governor responsibilities is SEND. Jo Johnson's qualifications include a Postgraduate Certificate in SEN and Inclusive Practise and a Postgraduate Certificate in Teaching pupils with SpLD (Dyslexia) within the school context.</p>
	<p>The Information, Advice and Support Agency Network offer independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service.</p> <p><a href="http://www.iasnet.org.uk/">http://www.iasnet.org.uk/</a></p> <p>In Northumberland, parents can access this support by contacting:</p> <p>Northumberland SEND Information, Advice and Support Service</p> <p>This is a free and confidential service which provides impartial information, advice and support to parents and carers of children with special educational needs and disabilities.</p>

	<p>This service helps parents and carers to work in partnership with others involved in their child's education by:</p> <ul style="list-style-type: none"> <li>• offering practical advice and support in understanding the special educational needs and disabilities "system"</li> <li>• listening to parents and helping them express their views</li> <li>• helping parents with paperwork</li> <li>• helping parents prepare for meetings</li> <li>• putting parents in touch with other organisations and groups that can support them</li> </ul> <p>Contact details:</p> <p>Telephone: 01670 623555</p> <p>Email: <a href="mailto:parentpartnership@northumberland.gov.uk">parentpartnership@northumberland.gov.uk</a></p> <p>Website: <a href="http://parentpartnership.northumberland.gov.uk">http://parentpartnership.northumberland.gov.uk</a></p>
<p><b>COMPLETED BY: (Name and position)</b></p>	<p>Kevin Moloney Headteacher, SENDCo</p>
<p><b>DATE COMPLETED:</b></p>	<p>January 2018 Ratified by Governors responsible for SEND 12/1/18</p>
<p><b>REVIEW DUE:</b></p>	<p>January 2019</p>