Allendale Primary School SEND Information Report

SENDCo –Mr P Vincent
SEND Governors – Mrs J Naguib
Mental Health Lead – Mrs C Cleet

Vision Statement

We strive to make our school a place where staff, governors and parents work actively together to ensure children receive a rich, inspiring and engaging education enabling each child to become a lifelong learner, aspiring to high standards of achievement in all areas of their life.

Ethos

Allendale Primary School provides a creative approach to learning in a happy and nurturing environment. We take pride in our inclusive and respectful ethos, where children's strengths are celebrated and a life-long passion for learning is inspired. We enable development of children's academic and personal potential in partnership with parents and our wider community.

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014." DFE 2014

At Allendale Primary School we believe that every child has an entitlement to learn, regardless of need. The Northumberland Graduated response permeates our approach; assess the pupil's needs, plan and implement strategies to meet the identified needs, review progress made.

Compliance

Our practice and the information in this report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

● Equality Act 2014
● Children and Families Act 2014
● Special Educational Needs and Disability Regulations 2014 ● SEND Code of Practice 0-25 (July 2014)
● Statutory Guidance on Supporting Pupils At School with Medical Conditions (April 2014)
● Safeguarding Policy
● Accessibility Plan
● Teachers Standards 2012

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The SENDCo provides support to staff by:

● working alongside staff, parents and outside agencies
● working with staff to monitor pupil progress
● attending termly review meetings if requested
● providing and sourcing relevant training
● working as part of the Senior Leadership Team
● working as part of the Inclusion Team

We support pupils with Special Educational Needs/Disabilities and their Families

We involve and support parents/carers by:

● Termly meetings with parents to discuss current needs, progress, targets and levels of support
● Annual reports to parents in the summer term
● Parents' evenings in the spring and autumn terms
● Copies of reviewed and new targets sent to parents termly for all SEND children
● An 'open door' policy , offering additional appointments can be made with staff at any time
● Communication through letters and/or phone calls if required
● Termly meetings for carers of Looked After Children (LAC)
● Regular Personal Education Plan (PEP) meetings for carers of LAC

We support pupils with SEND by:

● Inclusive whole class teaching whenever possible (supported by additional adults in class)
● Regular pupil progress meetings with parents to discuss concerns, monitor progress, review interventions and plan support
● Identification of suitable resources needed to support pupils
● Teacher planned interventions in basic skills in English/Maths/Social skills, which are reviewed and monitored.
● 1:1 or small group intervention with a teacher or teaching assistant which is assessed, planned, implemented and monitored regularly.
● Individual pupil passports with SMART targets (specific, measurable, achievable, realistic, time limited) which are reviewed termly
● Targets for English/Maths, social skills and life skills are discussed with SEND children
● Trained support staff
● Regular pupil tracking of progress and achievement
● Advice/involvement from outside agencies – which can lead to an EHCP if required
● School Mental Health Lead who provides pastoral support for children with social/emotional difficulties, listens to the views of children and ensures measures are in place to support wellbeing
● Support staff are placed appropriately in school to ensure pupil progress and attainment.

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Our approaches to teaching children and young people with SEND:

Level 1 - Quality First Teaching/Ordinarily Available Provision
Children receive inclusive quality first teaching which may include the provision of differentiated class work. Some children at this level may be on a monitoring list with their progress being carefully tracked and reviewed. Further examples of this can be found in the Northumberland Ordinarily Available Provision.

Level 2 - School Support
Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age related expectations. School support can often include specific group work or individual support. The SENDCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought. For your child this may mean: · Your child has been identified by the class teacher or SENDCo (or you may have raised your own concerns) as needing some additional intervention to accelerate progress · You may be asked to give your permission for the school to refer your child to a specialist professional eg: a Speech and Language Therapist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school · Your child may receive a pupil passport outlining specific targets.

Level 3- High Needs
Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress.

If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and / or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

This means your child will have been identified by the class teacher or SENDCo as needing a particularly high level of individual or small group teaching which cannot be provided from resources normally available in school and may involve specialist support from a professional outside of school.

For your child this may mean:

- Your child has been identified by the class teacher or SENDCo (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups;

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- You will be asked to come to termly meetings to discuss your child's progress and help plan possible ways forward;
- School may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- You may be asked to give your permission for the school to refer your child to a specialist professional eg: a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school;

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class eg: some individual support or changing some aspects of teaching to support them more effectively;
- Support to set targets which will include their specific expertise;
- A group run by school staff under the guidance of the outside professional; Outside Agencies which may be involved with children with SEND, following relevant referrals:
- Educational Psychologist – EP
- Children and Young People's Support Services – CYPS
- Jigsaw Therapy (speech, language and communication support and occupational therapy)
- Speech and Language Therapist – SALT
- Occupational Therapist – OT
- Psychotherapeutic counselling
- School Health
- Health Visitor
- Children's Services
- Social Services
- Education Welfare Officer
- Toby Henderson Trust - outreach work
- Northumberland Inclusive Education Services (NIES)
- High Incidence Needs Team (HINT)

Staff Training:

Staff have opportunities to continue to develop their training on special educational needs. Recent staff training includes:

- Autism awareness
- Accelerated Reader Programme
- Mastering Number - Maths
- Discalculia - Maths
- Phonics & literacy training (RWI)
- Supporting children with Speech, Language and Communication difficulties

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- Child Protection
- Friends Resilience - developing self awareness, self esteem and relationship building skills
- Behaviour Support - dysregulation and deescalation
- NVR (Non Violent Resolution)
- Safeguarding
- First Aid
- Anaphylaxis/Epi Pen training
- Epilepsy training
- Mental Health First Aid
- Prevent Training
- ADHD Awareness
- ELSA (Emotional Literacy Support Assistant)
- MELVA Children's Wellbeing
- WTAC (When the Adults Change) Behaviour Programme

Support for learners with special educational needs/disabilities:

Cognition and Learning	➢ QFT strategies/Ordinarily Available Provision ➢ Differentiated curriculum when appropriate to develop independent learning ➢ Small group intervention programmes for English/Maths ➢ Small group intervention programmes for specific targeted skills e.g. reading skills, phonics, handwriting etc ➢ Support and advice from outside agencies ➢ Assess-Plan-Do-Review ➢ Pupil passports reviewed termly – copies sent to parents ➢ Suitable teaching resources designed to meet the specific learning styles of individual children ➢ Progress monitored through schools self-evaluation process ➢ SEND children access inclusive, whole class teaching whenever possible
Communication & Interaction ● Speech, Language & Communication difficulties ● Autistic Spectrum Disorders	➢ QFT strategies ➢ Differentiated curriculum ➢ Key workers who work closely with parents and teachers to support the child ➢ Visual timetables ➢ Social skills group ➢ Quiet, distraction free work areas

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	➢ Support during unstructured times of the day ➢ Small group work - Friends Resilience, Zones of regulation, Lego ➢ ICT support when appropriate ➢ Support and advice from outside agencies - NHS SALT & Jigsaw Therapy ➢ Assess-plan-do review ➢ Pupil profiles reviewed termly/half termly – copies sent to parents ➢ Suitable teaching resources ➢ Support and advice form the Local Authority HINT team
Social, Emotional & Mental Health ● Social Skills ● Emotional & wellbeing ● Mental health ● Behavioural presentation	➢ QFT strategies ➢ Behaviour Support Policy ➢ Whole school behaviour management systems support pupils and encourage them to make good behaviour choices ➢ Friends Resilience ➢ Social skills groups, ELSA, MELVA ➢ Colouring club ➢ Risk assessments for out of school learning activities/visits ➢ Advice and support from outside agencies - School Health, CYPS ➢ School have an 'open door policy' for parents to discuss any concerns they may have regarding their child's Social, Emotional & Mental health needs ➢ Pupil passports reviewed termly – copies sent to parents ➢ Therepeutic classrooms approach
Sensory & Physical Needs ● Visual/hearing impairment ● Multi sensory impairment ● Physical needs ● Medical needs	➢ QFT strategies ➢ Advice and support from outside agencies - Local Authority Sensory Support, NHS physio/OT ➢ Access to ICT support when appropriate ➢ Differentiated curriculum when appropriate to develop independent learning ➢ Work with health professionals to support pupil's specific need ➢ Occupational therapy/physiotherapy programmes ➢ Staff training e.g.: epi pen, first aid,

	supporting children with asthma ➢ Support with Personal care when needed ➢ Work with professionals to support pupils with sensory needs to meet their needs in their learning ➢ Therepeutic classrooms approach ➢ School has disabled toilet facilities ➢ School has ramps to allow wheelchair access to ground floor ➢ Sensory tools available in all classrooms ➢ Sensory area in Barnowl Classroom ➢ Support and advice from the LA HINT team

Transition

At the end of the primary phase, the children transfer to high school or middle school. The SENDCo will meet with the SENDCo at the high / middle schools to discuss the specific needs of children with SEND who will transfer. Haydon Bridge High School offers additional transition for pupils with additional needs. This helps children to prepare for the changes ahead. As part of the programme there are additional visits to the school arranged.

Additional, relevant information available on Allendale Primary School website:

➢ Northumberland County Council Local Offer (Link)
➢ Special Educational Needs/Disabilities Policy
➢ Behaviour Policy
➢ Anti-Bullying Policy
➢ Safeguarding policy
➢ Complaint Procedure Policy

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are: SEND Information, Advice and Support Service, Children's Services Directorate, County Hall, Morpeth, Northumberland. NE61 2EF Tel: 01670 623555

https://www.northumberland.gov.uk/Children/Needs/SEND.aspx

E-mail: Alison.Bravey@northumberland.gov.uk

Complaints from parents of children with SEND about the provision made at the school

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If parents or carers have a concern or complaint about how their child's special educational needs are being provided for in school, they should contact Mr Vincent (SENDCo / Headteacher) to discuss their concerns.

If the matter still cannot be resolved, please follow the Allendale Primary School complaints procedure which can be found on the website.

Report review date: September 2027