



Humshaugh CE (Aided) First School

Special Educational Needs and Disability (SEND) Report 2017-2018

<p>Humshaugh Church of England is a Church aided First School for children aged 4-9 years. We also have a 15-place Preschool on site run by Humshaugh and District.</p>		
<p>ACCESSIBILITY</p>	<p>Our equalities Policy can be found on our website. Our Accessibility Plan which provides an overview of equality information gathered and objectives, can also be found on our website.</p> <p>www.humshaugh@northumbria.nhs.uk</p> <ul style="list-style-type: none"> • The building is accessible to children with a physical disability. • We ensure equipment used is accessible to all children regardless of their needs. 	<p>The school's equality objectives have been established by looking at the most significant and meaningful equality challenges we face.</p>

	<ul style="list-style-type: none"> • Extra-curricular activities are accessible for children with providing appropriate support can be organised by the school if needed. • Teaching methods and the curriculum where reasonably possible is tailored to meet the needs of our learners. 	SEND,
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CORE OFFER	We are able to deliver a broad and balanced curriculum which can be personalised to meet the needs of children with differing learning styles and additional needs. Curriculum overviews can be found on our website.	
POLICIES	<p>There are school policies available on our website for:</p> <p>The school is familiar with the Disability and Discrimination Act 1995, the Equality Act 2010 and The Code of Practice 2014</p> <p>The school promotes SMSC (Social, Moral, Spiritual and cultural education)</p>	SEND (Special Educational Needs and Disability)
		SAFEGUARDING
		BEHAVIOUR (and anti-bullying)
		EQUALITIES AND ACCESSIBILITY PLAN
		PUPIL PREMIUM

	<p>All staff are aware of Prevent Duty (prevent radicalization and promote British values)</p>	<p>All staff and Governors have received training in preventing radicalisation.</p>
<p>RANGE OF PROVISION</p> <p>A detailed description of our provision is set out below.</p>	<p>Humshaugh First School is an inclusive village school. It is well respected within the local community for supporting children of all learning needs including SEND.</p> <p>Every pupil with SEN and/or a disability in our inclusive school has an entitlement to fulfill their optimum potential. This is achieved by ensuring the wellbeing of all pupils so that they are able to access the curriculum and learn within an environment sympathetic to their learning needs. We have high expectations for all pupils including those with an identified special need.</p> <p>Children with special needs and/or disabilities are encouraged to participate fully in school life. They are encouraged to join clubs, attend breakfast club and participate in school trips.</p> <p>We actively promote participation in extra-curricular activities and with reasonable adjustments have enabled our children with additional needs to participate fully in school life.</p> <p>A small percentage of our children are registered on the special educational needs register. Although some children will remain on the SEN register throughout their time at Humshaugh First School, many make very good progress and are on the register for a limited time. Many children at Humshaugh will receive</p>	

	<p>additional support to accelerate their learning or because of a particular need at a given time but will not be placed on our register.</p> <p>Our last Ofsted Inspection said... <i>“Disabled pupils and those who have special educational needs receive timely and sensitive support from teachers and teaching assistants. They make good progress and receive specialist help when this is needed so they can achieve well”</i>.</p> <p>We track the progress children are making individually and as part of their year group. Our aim is that all children are able through a modified curriculum, additional resources or targeted intervention to achieve in line with expectations for their year group. Some children will exceed these expectations and some children will need additional support for a long time to reach their potential.</p> <p>Last year we:</p> <ul style="list-style-type: none"> • Further developed the use of Numicon for all children but in particular for children who have a specific difficulty with mathematics (dyscalculia) • Provided further training for staff in supporting children with mental health needs and loss and bereavement. • Had both teachers and teaching assistants deliver interventions in basic skills in Mathematics and English. • Trained teaching assistants in Read, Write Inc, Talk Boost and Language for Thinking. • Provided training for key staff in ASD and Down Syndrome.
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	<p>Our strategic plans for developing and enhancing SEN provision in our school next year include:</p> <ul style="list-style-type: none"> • Embed new systems used in school to track the progress children are making especially in interventions. • Train additional teachers in the role of <ul style="list-style-type: none"> • SENCO. <ul style="list-style-type: none"> • Further direct teaching for children to • identify the skills and mind-set needed to • be resilient, successful learners to support • healthy self-esteem and mental health. <ul style="list-style-type: none"> • Continue to work closely with Rainbow • Trust Bereavement services to raise • awareness among staff.
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Who are the best people to talk to in this school about my child's difficulties with learning/special Educational Needs/Disability (SEND)?

The school's special education needs co-ordinator (SENCO) is Mrs Karen Blythe. She has 8 years experience of working with children with a varying number of learning needs.

Tel: 01434 681 408

Mrs Blythe is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and Equalities Policy (available on website) to make sure all

children get a consistent, high quality response to meeting their needs in school.

She will:

- Ensure you are involved in supporting your child's learning and that you are kept informed about the support your child is getting and involved in reviewing their progress.
- Liaise with other professionals who may be involved with supporting your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher to ensure a coordinated approach. She will make referrals to outside agencies with your consent.
- Update the school's SEND register (a system for ensuring all SEND needs of pupils in the school are known) and make sure that there are excellent records of your child's progress and needs.
- Provide support and organise training for teachers and support staff in the school so they are able to deliver with confidence the necessary programmes and targeted interventions to enable your child to achieve their potential, learn and make good progress.
- Provide regular updates to the Governing Body on provision for Special Educational Needs and Disability (SEND). Our Governor for SEND is Revd. Steve Wilkinson

Your child's class/subject teachers and teaching assistants

Class teachers are responsible for the progress and learning of all children in their class including children with an identified special need or disability.

- They will ensure that the school's SEND Policy is followed.
- Teachers will ensure their teaching is of a high quality and that they regularly assess the progress your child is making so they can identify areas to focus on when planning and delivering lessons. They will provide targeted work in class, which is noted on plans and intervention plans. Some plans may be individual, specifically for your child or for groups of children. Lessons are designed to ensure your child can learn.
- Teachers are expected to maintain the highest possible expectations for your child and will discuss their progress with the senior leadership team to ensure they remain on track.
- Different ways of teaching are used so that your child is fully involved in learning in class. For example this may involve making lesson more practical so that your child is better able to understand the concept.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help make the best possible progress. If a teacher is concerned that your child may be having some difficulties and is not making expected progress, they will inform you and the SENCO and we will discuss the best way forward.
- Teachers ensure that any strategies or resources (which may have been suggested by the SENCO, outside agencies and other professionals) are in place to support your child to learn and noted on pupil records to ensure consistency of approach for your child.

How are the teachers in school helped to work with children with a SEND and what training do they have?

Teachers are responsible for adapting lessons to support children with SEND. The SENCO's job is to support the class teachers in planning provision for children with SEND. The school responds to and seeks out training for all staff to improve teaching and learning opportunities for children with SEND. This includes whole school and individual training on many areas of SEND. We aim to be a fully inclusive school and look to identify areas we can improve so that we are able to meet the needs of all our children.

Who are the other people providing services to children with a SEND in this school?

We have four Teaching Assistants. Between them they have received training in a range of Special Educational Needs and Disabilities. The Teaching Assistants are trained to deliver literacy, mathematics, speech and language and social skills interventions. The interventions have been developed through an active research process and have a proven record of success. For example, some of the interventions we offer include Read, Write Inc, and Language for Thinking to support children with English;

Numicon and First Class to support children with dyscalculia and Talk Boost to develop Speech and Language.

We have expertise within school to support children with a range of additional needs including:

- Literacy and specific literacy difficulties including Dyslexia
- Mathematics and dyscalculia
- Autistic spectrum disorders (ASD) and Attention Deficit Hyperactivity Disorder (ADHD)
- Downs Syndrome
- Emotional Learning Support

Teaching Assistants support individual children and deliver 1-1 and group interventions. The interventions are overseen by teachers and may also be overseen by services and professionals not working in school. Outside professionals will offer guidance and recommendations. The impact of interventions is carefully monitored by the Senior Leadership Team and SEND Governor.

Headteacher

Mrs Jude Long

Tel; 01434 681 408

Mrs Long is responsible for:

- The day to day management of all aspects of the school, this includes the support of children with SEND.
- She will devolve responsibility to the SENCO for the management of support for your child and their special need.
 - She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND (e.g. Headteacher's Report).

SEND Governor Revd. Steve Wilkinson

If you wish to contact Revd. Steve, please contact the school office on 01434 681 408.

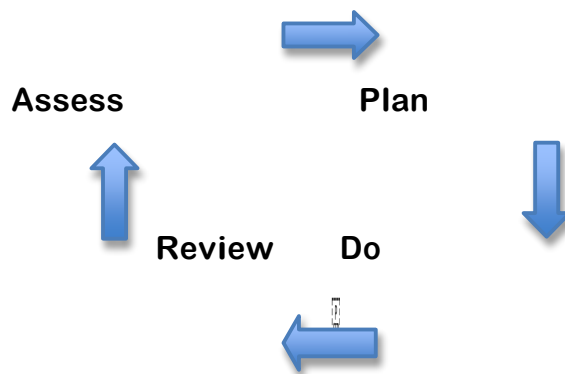
Revd. Steve Wilkinson works with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. He will (with the leadership team of the school), monitor the progress that children with SEND make and the quality of provision for them. He has a wealth of experience and knowledge about supporting children with special needs and disabilities.

What types of support are available for children with SEND at Humshaugh First School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching is available for all children.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and application of differentiated and personalised approach to teaching and learning. All children have discussion about their progress with teachers.

Underpinning ALL our provision in school is the graduated approach cycle of:



Once your child is assessed and their learning needs identified, appropriate work will be planned for them. Your child may be grouped with other children with a similar learning need.

Your child may have been identified to work on a specific intervention programme which the school has and has trained staff (teachers and teaching assistants) to deliver. For example, we have specific programmes to support the development of speech and language, reading, writing and mathematical skills. The interventions include assessment so that sessions can be planned carefully and tailored to need. The progress they make is tracked and the effectiveness of intervention is monitored. Your child may work in a group or have some individual support.

Following identification of a need it may be decided that your child would benefit from further assessment through a referral to an outside professional because their need has not been addressed through quality first teaching and intervention groups. The SENCO would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made. There are a number of referrals that could be made. Initially it would be most likely that a referral would be made to the 'Hub'. The 'Hub' is where professionals from many different agencies meet together on a weekly basis to discuss referrals and who would be best placed to meet a child's needs. Speech therapists, school nurses, psychologists, specialist teachers and a range of other professionals from Health Education and Social Care attend the meetings. The LIST team is a multi-disciplinary team supporting children in schools. The teams include education welfare officers, educational psychologists, inclusion support workers, specialist advisory teachers for literacy, speech and language, autism spectrum disorder and specialist teaching assistants for literacy, speech and language and behaviour. The 'Hub' always has representatives from the LIST team at meetings.

For your child this would mean:

- **Your child has been identified by the class teacher/SENCO/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to quality first teaching and intervention groups.**
- **You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.**
- **You may be asked to give your permission for the school to refer you child to a specialist professional e.g. Speech and Language Therapist or the LIST team via the 'Hub'. This will help the school and yourself understand your child's particular needs better and be able to support them better 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 e.g. some individual support or changing some aspects of teaching to better support them.**
- **Devising targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme/physiotherapy programme.**
- **Refer for group or individual work with an outside professional.**
- **Referral onto another professional.**

Examples of support available from specialist professionals

- **Specialist Teachers for Autism**
- **Educational Psychology**
- **Behaviour Support**
- **Social Services provision.**

- Speech Therapists and support for speech and language
- CYPS (Children and Young Person Service). Assessment service.
- Hearing and visual impairments specialist teachers.
- Occupational and Physiotherapy services.
- School nurse, health visitors and family support workers.
- Primary Mental Health Service.

There are a number of Charities that can also offer support (e.g. Rainbow Trust for Bereavement). For further information visit Northumberland County Council Local Offer.

What if my child has a Statement of special needs or/and an Education Health Care Plan (EHCP)?

If your child has a statement or EHCP they are likely to continue to need specialist support from outside professionals. The SENCO will liaise with all professionals to ensure a coordinated plan of support is devised for your child in collaboration with you and your child.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs to determine if they would benefit from and need an EHCP. This is a legal process which Mrs Newson can explain more fully. If you would like to know more about the process, please give her a call or email her. From September 2014 Statements of Special Educational Needs was replaced with with EHCPs. If your child already has a Statement of Special Educational Needs, this will stay in place until it is converted into an EHCP. Conversion will happen at some point over the next three years.

If the Local Authority agrees that your child's needs are sufficiently complex they will instigate an assessment. You, your child (if appropriate) and Professionals working with your child will contribute to a dialogue to establish the appropriate provision of your child. Learning targets, who is to provide support and the cost of the support will be set out in a plan which will be regularly reviewed. The Statement or EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long and short-term goals for your child.

If it is decided that your child doesn't require an EHCP they may still decide to give the school 'High Needs Funding' for a specified period of time to enable the school to provide appropriate provision. The decision to give additional

money is made by the Local Authority. Your child will be placed on the school special needs register in all scenarios.

How will we measure the progress your child is making in school?

- In the first instance your child's progress is continually monitored by his/her class teacher and moderated regularly within teams to ensure correct judgements are made. The senior leadership team regularly monitors the progress made by individual children and groups of children. Your child's progress is reviewed formally by senior leaders in a pupil progress meeting.
- Interventions are reviewed at the end of a half term or at the end of the targeted intervention period. Liaison between staff ensures learning is built upon in class and resources to aid independence are available.
- At the end of a Key Stage, (i.e. at the end of Year 2), all children are required to be formally assessed using Standard Assessment Tests (SATs). If appropriate, we are able to apply for additional time, a reader or a scribe. The decision is not made by the school but the

school will make an application to the Department of Education.

- The progress of children with a Statement/EHC Plan is formally reviewed at an Annual Review meeting.

What support do we have for you as a parent or carer and your child?

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- You can contact the Parent Partnership Service. It is a free and confidential service, which provides impartial information, advice and support to parents of children with Special Educational Needs.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.

- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- If your child would be helped by a book to support their understanding of moving on, then it will be made for them.
- Individual transition arrangements can be made for children who need a personalised approach.

If your child is moving to another school (Middle)

- We will contact the other school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records and profiles about your child are passed on.
- Individual transition arrangements can be made for children who need a personalised approach, e.g. attending more sessions at the new school so your child can experience the full Middle school experience.

What do I do if I am unhappy about the provision my child receives and wish to complain?

If you have any concerns please let us know. We want to work with you in the best interests of your child. If after discussion you still feel unhappy you can complain. Please contact the school for a copy of our complaints policy or download a copy from our website.

For further information refer to the school SEND policy and Northumberland County Council Local offer.

COMPLETED BY:	Mrs Jude Long Headteacher
Discussed with Governors	May 2017
DATE COMPLETED:	May 2017
REVIEW DATE:	September 2018 (To be amended as appropriate if there are significant changes to our offer).

Who can I contact for further information about the Local Offer?

Organisation

Northumberland County
Council

www.northumberland.gov.uk

Support available to all children and young people with SEN or disabilities from universal services

The SEND Code of Practice 2014 tells local authorities to provide information about 'universal services'.

'Universal services' are things that are available to everyone, whether they have a special educational need or disability or not.

These are the main kinds of universal services and where you can find out more information:

Education	You can find out more at:
Schools	The national government website listing all schools and colleges http://www.education.gov.uk/edubase The Northumberland County Council website http://www.northumberland.gov.uk/Education/Sc
Nurseries	The Northumberland Families Services Directory https://northumberland.fsd.org.uk

Health	You can find out more at:
General Practitioners	NHS Choices http://www.nhs.uk/Service-
Dentists	NHS Choices http://www.nhs.uk/Service-
Opticians	NHS Choices http://www.nhs.uk/service-search/opticians/locationsearch
Hearing checks for young children	Northumbria Healthcare https://www.northumbria.nhs.uk/our-services/childrens-
Health Visitors for young children	Northumbria Healthcare https://www.northumbria.nhs.uk/our-services/childrens-services/health-visiting
School Nurses	Northumbria Healthcare https://www.northumbria.nhs.uk/our-services/childrens-
Hospitals	Northumbria Healthcare https://www.northumbria.nhs.uk/our-services/childrens-services/hospital-services

Other	You can find out more at:
Childcare	The Northumberland County Council website http://www.northumberland.gov.uk/Children/Family/Childcare/Early-years-education The Northumberland Families Services Directory https://northumberland.fsd.org.uk

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