



## **HUMSHAUGH C OF E (AIDED) FIRST SCHOOL**

### **SEND Information report-Part 2**

**At Humshaugh First School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.**

**Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.**

**We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.**

**Our vision is 'Being Good Soil' to enable all children to grow and flourish. We take pride in making a positive contribution to lives of children and the wider community.**

**How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

We identify children with SEND by:

At Humshaugh, our Nursery is part of school and we have places for 2-year olds and full-time places for 3-4 year olds. Staff know the children from a very young age and this enables us to identify any need for early help or intervention.

We have very good communication with previous schools/ settings and we make sure that we receive information (both verbal and paper documents) that helps us to know each individual child and their specific needs, prior to them joining our school.

We have good links and communication with other professionals e.g. Health Visitors, to share information about children and their needs.



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	<p>Parents/carers are invited in to meet with the EYFS Lead, prior to their child starting school and we strive to develop strong and supportive relationships with parents/carers.</p> <p>We ensure high quality teaching. The progress of all children is monitored and tracked regularly by the class teacher and the SENCO, so that when a child is not making expected progress in a particular area of learning the school can quickly identify the need for additional support.</p> <p>Teachers regularly share any concerns they may have about a child with the SENCO and parents/carers are encouraged to share any concerns they have about their child with teachers and the SENCO, enabling support to be put in place as required.</p>
<p><b>How will parents/carers be able to raise any concerns they may have?</b></p>	<p>Humshaugh First school offers the following:</p> <p>Parent partnership is actively encouraged and parents/carers are encouraged to raise concerns if they are worried about their child's progress.</p> <p>If parents/carers do have a concern about their child's progress they can arrange to speak to the class teacher or the SENCO (Mrs. Karen Blythe).</p> <p>Parents/carers are signposted to outside agencies such as Health professionals, support hubs and groups, according to the area of specialist need that may be required.</p>



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<p><b>Who will oversee and plan the education programme?</b></p>	<p>Mrs Blythe is the school's SENCO She is responsible for creating profiles and completing referrals which identify individual's needs. Additional intervention is then provided to enable a child to make continued progress. When the school identifies the need for additional intervention the parents/carers will be informed of the planned support and are invited to a meeting at the school to discuss this further and agree specific, personalised targets.</p>
<p><b>Who will be working with the child/young person and how often?</b></p>	<p>At Humshaugh First school, we have a highly qualified and experienced staff. All teachers deliver high quality sequences of learning and we use a tailored approach to support individual children. We have three TAs offering additional support in Class and for directed interventions. All members of staff are trained to deliver Paediatric First Aid. Our Early Years Lead is a trained Speech Therapist The Headteacher is the Mental Health Lead and our SENCO has many years of experience in supporting children with SEND.</p>
<p><b>Who will explain this to the parent/carer?</b></p>	<p>The school's SENCO will explain the type of intervention and support a child is receiving. A review of this intervention will take place on a regular basis.</p>



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<p><b>How are governors involved and what are their responsibilities?</b></p>	<p>Governors are responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they will receive a report from the SENCO on the progress of children with SEND during Governors meetings.</p>
<p><b>How will the curriculum be matched to my child's/young person's needs?</b> <b>What is the school's approach to differentiation?</b></p>	<p>All teachers and support staff will have the highest possible expectations for all children in their class.</p> <p>All teaching is planned to build on what children already know, can do and can understand.</p> <p>Teachers plan and implement activities and learning opportunities across the curriculum to meet individual's needs, ensuring progress for all children. This may include a variety of teaching methods so that your child is fully involved in learning, using more practical learning or providing different resources adapted for your child.</p> <p>If high quality teaching and support within the classroom does not meet the needs of your child, then individual intervention plans are written, so that your child is given an opportunity to develop their skills with 1:1 support. Intervention plans clearly identify specific needs and how they will be addressed. These plans are shared with parents/carers and progress is regularly reviewed.</p> <p>A graduated approach is used in school to plan for progression; details of which can be found in our Special Needs Policy.</p>
<p><b>How will I know how my child/young person is doing and how will you help me to support</b></p>	<p>It is important to us that you and your child know what their targets are and how they are doing. Therefore, regular review meetings to identify your child's progress towards personalised targets are scheduled termly. This is an opportunity for</p>



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<p><b>my child's/young person's learning?</b></p> <p><b>In addition to normal reporting arrangements what opportunities will there be for parent/carers to discuss their child/young person's progress with staff?</b></p>	<p>parents/carers to celebrate achievement and contribute towards their child's next set of targets.</p> <p>Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic progress and achievement and any behavioural, emotional or social difficulties.</p> <p>If a child (family) has an Early Help Assessment then regular review meetings are held according to need.</p> <p>If a child has an Education Health Care Plan then review meetings will be held at appropriate times depending on the nature and the length of the intervention.</p> <p>We want you to feel part of our school community and there are many opportunities for you to visit and participate.</p>
<p><b>How does the school know how well children/young people are progressing?</b></p>	<p>Staff make termly teacher assessments for all children identifying progress towards the age-related expectations (ARE).</p> <p>The senior leadership team analyse this data for different groups of children including those with SEND. Any child not making expected progress is then identified and interventions reviewed.</p>
<p><b>What opportunities are available for regular contact e.g. home school book</b></p>	<p>There is opportunity on a daily basis for parents/carers to communicate with school staff.</p> <p>Reading Records are also a good way for parents and teachers to communicate.</p> <p>Parents/carers are also encouraged to use email as another method of contacting staff and communicating any issues.</p>



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<p><b>How can parents/carers support their child/young person</b></p>	<p>All parents/carers of all children including children with SEND are encouraged to engage with their child's homework and reading at home.</p> <p>Intervention plans are shared with Parents/carers and ways to support their child's needs are identified on the plan. Parents/carers are asked to sign and comment on the plan. At the end of the timetabled individual intervention, objectives are reviewed and this is shared with parents/carers.</p> <p>Families who have an Early Help Assessment (EHA) are encouraged to carry out any actions identified on the plan.</p> <p>Parents are encouraged to follow any recommendations for support identified by outside agencies.</p>
<p><b>Does setting/school/college offer any parent training or learning events?</b></p>	<p>Humshaugh First School provides information and support events in the form of: Phonics &amp; Reading Evening (Y1); E-safety Information sessions (Staff/Parents/Governors).</p>
<p><b>What support will there be for my child/young person's overall well-being? What pastoral, medical and social support is available in the setting/school/college for children/young people with SEND?</b></p>	<p>The well-being of all of our children is our primary concern at Humshaugh First school. They are supported with their social and emotional development throughout the school day, through the curriculum, extra-curricular activities and targeted playtime staff. Humshaugh First School is part of the Mental Health Trailblazer, providing specialist support for children with Social and emotional needs. The Headteacher is the Mental Health Lead.</p>





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	<p>Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning are integral to our curriculum.</p> <p>Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.</p> <p>All teaching staff have a paediatric first aid qualification.</p> <p>All staff have had training in how to use an epi-pen and diabetes management. All staff have had training about Epilepsy and the medication for individual pupils.</p>
<b>How does school manage administration of medicines and provide personal care?</b>	<p>If a child needs prescribed medication then parents have to complete a medication form. A first aid trained member of staff will administer the prescribed medication at the appropriate times and this will be recorded on a personal 'Record of Medication'.</p> <p>In school, if a child has a toileting issue, then staff follow the intimate care policy.</p>
<b>What support is there for behaviour, avoiding exclusions and increasing attendance?</b>	<p>Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions, is fully understood by all staff.</p> <p>A range of strategies are in-place to avoid persistent inappropriate behaviour.</p> <p>We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>Humshaugh First School works closely with the EWO to ensure persistent absence is avoided.</p> <p>If a child with SEND is absent due to medical reasons then Humshaugh First school will work with outside agencies to support the family.</p>



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<p><b>How will pupils be able to share their views and how will they be supported to do this?</b></p>	<p>All children complete questionnaires about school and school life. School Council actively work with all children to ensure their views are shared. The SENCO works with children to ascertain their views on school and their learning prior to Early Help Assessments and Education Health Care Plan meetings where appropriate. Children are invited to participate during parts of meetings regarding their views and needs if it is deemed appropriate.</p>
<p><b>What specialist services and expertise are available or accessed by the setting/school/college?</b></p>	<p>See above for school-based staff experience School also work closely with: Northumberland Inclusive Education Services NHS Health Visitors CYPS (Children's and young people's services) GPs (who can also access OT's and Physio's) PRU (pupil referral unit) EWO (Education Welfare Officer) EOTAS (Education other than school) BE You (Mental Health Services)</p>
<p><b>What training are the staff supporting children and young people with SEND having or have had?</b></p>	<p>Dictated by the changing needs of pupils. SENCO attends termly network meetings for all SENCOs in the Hexham Partnership of schools. SENCO is currently training to achieve the National Professional Qualification in SEND.</p>





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	<p>SENCO attends the Northumberland schools annual conference.</p> <p>Liaison with specialist staff at Middle &amp; High Schools to support transition for pupils.</p>
<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p> <p><b>Will all pupils be able to access all activities of the school and how will they be assisted to do so?</b></p>	<p>We provide learning and enriching experiences to inspire, motivate and meet the needs of all learners.</p> <p>All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate. If safety is an issue then risk assessments are carried out in order to ensure everyone's safety.</p>
<p><b>How accessible is the school environment?</b></p> <p><b>Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?</b></p>	<p>Humshaugh First school is wheelchair accessible – there are two entrances for wheelchairs, one to the front corridor and one to the rear of the school. The EYFS and Key Stage 1 classes are accessible through the hall and provide exits to the playground.</p> <p>There is a disabled toilet facility in school.</p>
<p><b>What preparations will be put in place before child moves on to the next stage of education and life?</b></p> <p><b>What information will be provided?</b></p>	<p>Nursery and EYFS staff liaise closely with parents and carers prior to their child starting school or nursery, so that the transition can be implemented as smoothly as possible. Parents and carers are encouraged to visit the EYFS setting with their child and we hold toddler 'stay and play' sessions for pre-nursery aged children.</p>



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	<p>There are many opportunities scheduled each year to prepare for effective transition for pupils into their new class or setting. These occur within school and between schools.</p> <p>Opportunities for children with SEND to spend time with their new Teacher and other staff who will be working with them are available the term before they move classes.</p> <p>A partnership transition programme is planned and co-ordinated by the Heads of all Hexham Schools. This includes a variety of visits across Key Stage 2. A liaison meeting is also scheduled to provide an opportunity for staff to discuss the needs of individual children.</p> <p>Middle school staff and children visit Humshaugh to answer children's questions.</p>
<p><b>How are the school's resources allocated and matched to children/young people's special educational needs?</b></p> <p><b>How is the school's special educational needs budget allocated?</b></p>	<p>The SENCO creates an Intervention Timetable according to individual needs. Having identified individual needs, TA skills and resources are allocated accordingly. This provision is delivered using the Notional Funding allocated to all schools in their budget. In certain cases where individual needs exceed the 16 hours (£6000) of their allocated notional funding, additional funding is then requested from NCC.</p> <p>Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner's needs. Our governors oversee the SEND budget.</p> <p>We seek to ensure a 'value for money' service, therefore all interventions are costed and evaluated.</p>



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<p><b>How is the decision made about the type and amount of support my child/young person will receive?</b></p>	<p>Quality First Teaching is an expectation of all staff working in our setting. If a child requires additional support, this will be discussed with the SENCO and SLT, parents/carers, outside agencies and the child. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCO evaluates all additional support and regularly shares updates with the SEND Governor, parents/carers, outside agencies and the child (where appropriate).</p>
<p><b>Who can I contact for further information?</b></p>	<p>Initially, parents/carers are encouraged to talk to their child's class teacher. For children with SEND, further information and support can be obtained from the school SENCO.</p> <p><b>For additional information regarding SEND, please use the Northumberland County Council SEND offer.</b></p> <p><b><a href="http://www.northumberland.gov.uk">www.northumberland.gov.uk</a></b></p>