

Wooler First School & Glendale Community Middle School Local Offer

SCHOOL NAME: Wooler First School & Glendale Community Middle School

TYPE OF SCHOOL: Mainstream First School with Nursery on site & Mainstream Middle School

First School 4 – 9 years (Nursery 2 – 4 years) Middle School 10 - 13 years

At our schools we value the importance of a positive environment where all children feel safe, valued and respected. We aim to achieve this through delivering quality first teaching, taking into account individual needs and learning styles. Close tracking of children's progress allows for the early identification of SEND children.

ACCESSIBILITY:	Wheelchair accessible	Yes
	Disabled toilet	Yes
	Changing area to meet medical needs.	Yes

CORE OFFER:

Are you currently able to deliver your core offer consistently over all areas of your schools? Yes

Early identification of needs. Support staff trained to deliver Read, Write Inc, Talkboost, First Class @ numbers, Words First and Emotional, Literacy Support (ELSA)

POLICIES: Are the school policies available on the website for:

SEN	Yes
SAFEGUARDING	Yes
BEHAVIOUR	Yes
EQUALITY & DIVERSITY	Yes

Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? Yes

RANGE OF PROVISION:

Please indicate what your school has to offer (over and above your core offer) in each of the following areas:

Areas of strength

- All staff trained in Read Write Inc. (RWI)
- Three teaching assistants are experienced in carrying out occupational therapy activities.
- One teacher and one teaching assistant trained in Forest School
- Access to advice and support from the Local Inclusion Support Team (LIST)
- Support staff trained in ELSA

Specialist Facilities/Equipment to support SEND

The school is wheelchair accessible and has a disabled toilet and changing area to meet medical needs.

Input from Therapists/Advisory Teachers/other specialist support services

Our school has access to occupational therapy, educational psychologist, speech and language support as well as literacy, numeracy and behaviour support through the LIST team.

Breakfast and After School support

Our schools share a site - our First School operates wrap around care from Little Acorns Nursery.

INCLUSION:

How do you promote inclusion within the school? Including day and residential trips?

All lessons are inclusive through quality first teaching. SEND children are supported by teaching assistants and included in all educational and residential visits.

What proportion of children currently at the school have an SEND? 9%

In addition to this proportion of children with SEND, we also have a number of children with High Needs who receive additional support across the curriculum.

PARENT SUPPORT INVOLVEMENT/LIAISON:

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?

- Termly consultation evenings to share the child's progress and targets with parents and carers.
- Half-termly newsletter to keep parents informed.
- An open door policy where parents can make appointments to discuss concerns as they arise.
- Reviews of IEP's and Statements/EHCPs carried out regularly involving parents and other agencies involved with the child.
- EHA, Care Team and core Team meetings.

How will school prepare children with SEND to join their next setting/college/stage of education or life?

Transition from Y4 to Y5 at Glendale Middle School:

- Children take part in several visits to Glendale Middle School as part of transition.
- Staff from Glendale Middle School also visits the First School to meet children, answer questions and discuss concerns.
- The Year 4 teacher meets with the SENCO to discuss the needs of individual children and to provide additional support for those children during their transition.

Transition to other schools:

- Examples of the child's work along with up to date assessments are sent to the new setting promptly.
- Class teacher contacts the new setting to discuss the child's needs and progress.

OTHER INFORMATION:

What else do you think parents carers would like to know about your school?

As a school we employ six teaching assistants and one HLTA to work alongside teaching staff to support SEND children in the classroom setting and also to deliver high quality interventions. In addition, we have a Family Support Worker who liaises with families to ensure a supportive partnership is shared between home and school. We also have one teacher and one teaching assistant trained in Forest School, providing opportunities for children to develop self-esteem and self-awareness through the use of the outdoors. The wide range of experience and training across our school staff as well as our access to outside agencies through LIST ensure we are able to meet the needs of all children.

COMPLETED BY: R. Bullen (SENDCo)

M. Deane-Hall (Executive Head teacher)

DATE COMPLETED: December 2016

REVIEW DUE: December 2017