

Glendale Middle School, Wooler First School and Little Acorns Nursery

SEND Information Report

(Explore, Learn and Grow Together)

Welcome to Glendale Middle School, Wooler First School and Little Acorns Nursery! At our schools, we value the importance of a positive environment where all children feel safe, valued and respected. We aim to create a happy, healthy, safe, secure and aspirational learning environment. We encourage all children to become independent lifelong learners who achieve their full potential. We positively promote caring attitudes, respect and responsibility towards each other, the environment and the wider community.

School	Mainstream
Little Acorns Nursery	117 on roll 28 SEND pupils
Wooler First School	113 on roll. 14 SEND pupils on register. 27 on monitoring list.
Glendale Middle School	36 on roll. 5 SEND pupils on register. 13 on monitoring list.

Special educational needs are defined by the Code of Practice 2014 as ***‘Those pupils who have significantly greater difficulty in learning than the majority of others of the same age. Those pupils who have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’***

How do we identify children as having SEND?

You, as parents, may have concerns about your child. If this is the case, you should speak to your child’s class teacher initially. The class teacher will then raise your concerns with the SENDCo and a meeting will be arranged for you to discuss your concerns.

Class Teachers, form tutors, the SENDCo and our leadership team have weekly staff meetings and termly SEND meetings to monitor and discuss the progress that children are making. Staff may also raise concerns and speak to you either through the class teacher initially or SENDCo.

Our schools will:

Assess each pupil’s current skills and level of attainment on entry, building on previous information from prior settings or key stages.

Produce Pupil Passports, SEND Support Plans and apply for an EHCP (Educational Healthcare Plan) as appropriate for your child based on their level of need. These are written in conjunction with parents and child alike. Please speak to your SENDCo for further information.

Regularly monitor assessments of all pupils to help identify those pupils who are making less than expected progress given their age and individual circumstances.

The progress could be:

- **Significantly slower than that of their peers starting from the same baseline**
- **Fails to match or better the child's previous rate of progress**
- **Fails to close the attainment gap between the child and their peers**
- **Widens the attainment or progress gap**

In our schools, we understand that SEND can be identified at an early age, and for other pupils it can emerge later. Staff in school are alert to possible emerging difficulties and will seek parental discussion about any concerns they have regarding a child's development.

Other indicators that staff are alert to:

Persistent disruptive or withdrawn behaviours which may not be SEND but may lead to an assessment to determine if there are any undiagnosed learning difficulties, with communication or mental health issues, or if housing, family or other domestic issues may contribute to presenting behaviours.

In this event a multi-agency approach may be used to support the pupil and family, which may include family services, such as the Early Intervention Hub.

Teachers and other staff will also be aware of other events that may impact on learning including:

- Wider mental Health difficulties
- Bullying
- Bereavement

In the event of any of the above, short term provision from a school nurse, Educational Psychologist or a member of the Northumberland County Council Behaviour Support Team may be contacted.

English as an Additional Language and SEND

Identifying and assessing children where the first language is not English, requires particular care. Our schools will:

Look carefully at all aspects of a pupil's performance in different areas of learning and development to establish where lack of progress is due to limitation in their command of English or if it arises, from a SEN or Disability and seek external professional support if necessary.

How will I know if my child is making progress?

Your child's progress is continually monitored by his/her class teacher and the SENDCo through observation, assessment and review.

Your child's progress is reviewed formally every term through general curriculum assessment. This will help advise the teacher as to whether your child is working towards, at or above the expected standard for children of their own age.

At the end of FS2 (Reception class) teachers use the evidence they have gathered to make judgements of each pupil's attainment. These judgements are shared and are published nationally

At the end of Year 2 and Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

Individual or small group interventions will have their own assessment and monitoring structures, allowing schools to monitor the success and effectiveness of particular programmes designed to target gaps in the learning of some pupils with SEND.

Children identified with SEND will have specific targets detailed in a 'Pupil Passport.' which will be reviewed each term by the teachers and SENDCo. This passport is then sent to parents for review and feedback and where possible, in consultation with the child.

The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will monitor the progress of all children who are involved in individual or group interventions and work with staff to plan next steps and targets for these children.

You will receive a full report of your child's achievements at the end of each academic year.

KS2 SATs Results for pupils with SEND @ Glendale Middle School in May 2019 were as follows:

GMS SEND Performance and Attainment KS2 SATs 2019	
Subject	At the expected standard
Reading Comprehension	44%
Writing	70%
Mathematics	60%

There were no KS2 SATs assessments for the 2020 academic year.

WFS SEND Performance and Attainment KS1 SATs 2019	
Subject	At the expected standard
Reading Comprehension	?
Writing	?
Mathematics	?

There were no KS1 SATs assessments for the 2020 academic year.

What needs could my child have?

In the Code of Practice (2014), need is broken down into four Broad Areas.

1. Communication and Interaction

This need identifies those pupils who:

- Have speech, language and communications needs
- Have difficulty with communicating with others
- Have difficulty saying what they want or need
- Have difficulty understanding what is being said to them
- Have difficulty understanding the social rules of communication.

Children with Autism Spectrum Disorder, including Aspergers Syndrome and Autism are likely to have particular difficulties with social interaction, difficulties with language and imagination which may impact on how they relate to others and impact on their learning.

2. Cognition & Learning

This need identifies those pupils who:

- Learn at a slower pace than their peers
- Learning difficulties cover a wide range of severe learning difficulties (SLD); and profound and multiple difficulties (PMLD) where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- Specific Learning Difficulties (SPLD) encompass a range of conditions including Dyslexia, Dyscalculia and Dyspraxia.

3. Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which appear in many ways

These can include:

- Being withdrawn or isolated;
- Challenging, disruptive or disturbing behaviour

These behaviours may reflect an underlying mental health difficulty such as:

- Anxiety
- Depression
- Self-harming
- Substance misuse
- Eating disorders
- Physical symptom that are medically unexplained

- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

4. Sensory and/or Physical Needs

Pupils may require special provision because they have a disability which prevents or hinders them from making use of the general facilities provided.

These can include:

- Vision impairment (VI)
- Hearing impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

Who are the best people to talk about my child's difficulty with learning/SEND?

1. **Class Teacher**

Within the school, the class teacher knows your child the best. Any concerns you have about your child should be discussed with the class teacher in the first instance.

He/She is responsible for:

- Ensuring that all children have access to good or outstanding classroom teaching and that the curriculum is adapted to meet your child's individual needs. (also known as differentiation).
- Checking on the progress of your child through monitoring and assessment. Planning for and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting or varying resources) and discussing amendments made with the SENDCo as necessary.
- Setting targets and sharing and reviewing these with parents and pupils once each term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all members of staff working with your child are supported in delivering the planned work and/or individual programmes for your child. This may involve the use of additional adults, outside specialist help and specially planned learning tasks and resources.
- Ensuring that the school's Special Educational Needs Policy is followed in their classroom and for all pupils they teach with any SEN and/or disabilities.
- **If you would like to discuss your child's needs with their class teacher, please make an appointment either with the class teacher themselves or at the main office.**

2. SENDCo – Miss J Dunn (Glendale Middle School) and Miss R Bullen (Wooler First School and Little Acorns Nursery.)

Miss Dunn and Miss Bullen are responsible for:

- Coordinating all the support for children with special educational needs and/or disabilities and developing the schools' Special Needs Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the schools SEND register (a system for ensuring all special educational and physical needs of pupils in our schools are known and understood)

Monitoring your child's progress and needs by:

- Ensuring that records are kept and reviewed
- Ensuring that new targets are set when goals are met
- Ensuring that adjustments are made when conditions develop/new diagnosis' are made
- To provide specialist support and arrange training for teachers and support staff in the school so that they can help your child and other pupils with SEN and/or disabilities in the school to achieve their potential.
- **Miss Dunn and Miss Bullen can be contacted by appointment at the main office.**

3. Headteacher- Mr Deane-Hall

Mr Deane-Hall is responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEN and/or disabilities
- He will give responsibility to the SENDCos and class teachers but is still responsible for ensuring that your child's needs are met
- He ensures that the governing body is kept up to date about any issues in the school relating to Special Educational Needs.

4. Governor for SEND- Mr A Cooke

Mr Cooke is responsible for:

- Making sure that the school has an up to date Special Educational Needs Policy

- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

What are the different types of support available for children with SEND in the school?

1. Class teacher support via good or outstanding targeted classroom teaching (Quality First Teaching)

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Your child's teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. Your child will experience different ways of teaching to enable him/her to be fully involved in their learning. This may involve things like using more practical learning or providing different resources amended for your child. The teacher will use specific strategies which may be suggested by the SENDCo or staff from outside agencies to enable your child to access the learning task. Homework will be adjusted as needed in line with your child's individual needs. All children in school should be getting this as a part of good and outstanding classroom practice.

2. Specific group work within a smaller group of children (Group Support)

There are many interventions that take place at our schools. Please see the Provision Overview for a more comprehensive list.

These are often called Intervention groups by schools.

These groups may be:

- Run in the classroom or outside.
- Run by a teacher or a teaching assistant who has had training to run these groups.

The intervention teacher will carefully monitor your child's progress and discuss any concerns with the SENDCo. Any gaps in your child's understanding/learning will be identified. The SENDCo and teacher will plan group sessions for your child with targets to help your child to make more progress. A Teaching Assistant/HLTA/Teacher or outside professional will run these small group sessions focusing on targets set by the class Teacher, SENDCo or outside agency e.g. speech and language therapist or Educational Psychologist.

3. Specific Individual Support (Targeted Individual Support)

Children with a specific need may have some individual support or intervention such as speech and language or emotional/mental well-being. This support may be for a short amount of time every day or for 2 or 3 sessions a week. The support may be short term or long term. Individual support is dependent on a child's needs.

4. Specialist support by outside agencies e.g; Speech and Language therapy OR Occupational Therapy etc.

Children with specific barriers to learning that prevent them from making acceptable progress through good and outstanding teaching and/or intervention groups. If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. External professionals may support us in:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- Provide target setting using their specific expertise.
- Involvement with your child's support by school staff under the guidance of the outside professional e.g. a social skills group or Occupational Therapy.
- Group or individual work directly with outside professional e.g. school counselling sessions with a school nurse.
- The school may suggest that your child needs some agreed individual support through a SEND Support plan. They will tell you how the support will be used and what strategies will be put in place. This will only take place with Parental agreement.

5. Specified High Needs Individual Support

This is usually provided via a Statement of Special Education Needs or an Education, Health and Care Plan (EHCP- from September 1st 2014). This means your child will have been identified by the Class Teacher, SENDCo or outside agency as having a significant and complex need requiring a particularly high level of long term individual and small group teaching which cannot always be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they will also need specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as Advisory Teacher for the Visually Impaired or the Advisory Teacher for the Hearing Impaired.

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, CYPS (Children and Young Person's Services) ASD (Autism) and Behaviour Services etc.

<..\Documents\Glendale Admin\SEND\Overview of SEND Provision 2019 2020.xlsx>

Who are the people providing support for children with SEND in the school?

At Glendale Middle School, Wooler First School and Little Acorns Nursery we have a well-structured and dedicated team who support all our children including children with SEND.

At Glendale Middle School we have:

4 Teaching Assistants.
1 High Level Teaching Assistants

We also have:

SENDCo – Miss J Dunn
Designated Teacher for LAC – Miss Milburn
Thrive Practitioners – Miss J Dunn/Miss S Morris

At Wooler First School we have:

3 Teaching Assistants
2 High Level Teaching Assistants

We also have:

SENDCo – Miss R Bullen
Designated Teacher for LAC – Miss V Symons
Thrive Practitioners – Miss V Symons/ Mrs J Morton

At Little Acorns Nursery we have:

1 Nursery Lead
2 Nursery Officers
3 Nursery Assistants

We also have:

SENDCo – Miss R Bullen

How are the adults in school supported to work with children with SEND?

The SENDCo's role is to support the class teachers in planning for children with SEN and/or disabilities. All staff are well trained and many of our Teaching Assistants are trained in specific interventions to support our children with SEND.

- The school has a yearly training calendar for all staff to improve the teaching and learning of children including those with SEN and/or Disabilities
- Teachers and support staff attend regular training courses run by the SENDCo or outside agencies that are relevant to the needs of specific children in the school e.g. School Nurse/Educational Psychologist etc
- Training is then shared with other staff members in the school in order to share the expertise
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENDCo.

Links with Outside Agencies

In addition to our school based support, we have access to a wide range of outside agencies who support our children with SEND.

These include:

Educational Psychologist
Speech & Language Therapist
ASD Service
Behaviour Support
Physiotherapist/Occupational Therapist
Northumbria Primary Health Service
CYPS (Children and Young People's Services)
School Nurse
Early Help HUB
Sensory Support Service
Portage Service
Literacy Support Service
English as an additional language support service
Children's Services
Educational Welfare Officers
LAC (Looked After Children) Services

EHC Plans / Local Offer

From 1st September 2014 an Education, Health and Care plan has replaced the Statement of Educational Needs. It covers all areas of special educational provision, health provision and social care provision. Northumberland County Council SEND department is responsible for the EHC Plan and reviews are held once a year to make sure that the provision in place is still appropriate. The school or parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Authority based Local Offer, on the Local Authority web site.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs, are complex enough to require a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report together, outlining your child's needs. If they do not think your child requires an Educational Healthcare Plan, they will ask the school to continue with the support already in place, and will advise you in person of the outcome.
- After the reports have all been sent, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health and Care Plan (EHCP). If this is not the case, they will ask the school to continue with the support identified and also set up a meeting in school to discuss why this was the decision that was made.

How will we support your child if they have a medical condition?

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Health Care Plans will normally specify the type and level of support needed. If your child has a medical condition, we will:

- Contact the relevant Health Care Professionals and arrange for a meeting to discuss your child's needs
- From that meeting an agreed Health Care Plan will be drawn up and any necessary training put into place
- All relevant staff will have access to the Health Care Plan and training.
- The Care Plan will be reviewed annually with the School Nurse/Health Visitor

The schools also have named and trained medical First Aiders. Please contact the office, if you need further details.

Please see the Medical Policy for additional information.

<http://www.glendale.northumberland.sch.uk/website/policies/172687>

How will we support your child through Transition?

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that will need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- The SENDCo will do a personal handover to the Inclusion Lead of the new school if appropriate or possible.
- We will ensure that the relevant staff members from the receiving schools are invited to the final annual review for children with an EHCP before a planned move.

When moving classes in School:

Information will be passed on to the new class teacher IN ADVANCE and a transition meeting will take place with the new teacher. All information will be shared with the new teacher.

Year 4 – Year 5 and Year 8- Year 9

- The SENDCo will attend the Transition Day to discuss the specific needs of your child with the SENDCo of their next school.
- The SENDCo, if appropriate, will do an additional 'face to face' handover with the receiving school's SENDCo.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Profile' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Examples of your child's work and assessments may be sent to the new setting.

The Role of Parents/Carers

At Glendale Middle School, Wooler First School and Little Acorns Nursery, we welcome and encourage good communication with all our parents. We have an open door policy where parents can make appointments to discuss concerns as they arise.

The SEN Code of Practice (2014) states that schools should work in partnership with parents in addressing the special needs/disability of pupils within the school.

It is essential that parents work closely with the school in order for the pupil to achieve their full learning potential. Parents/carers have a responsibility for communicating effectively with schools and SEND professionals in order to support their child's education.

Parents will be invited to attend meetings to discuss their son/daughters progress. These meetings will give you the chance to contribute about the current provision in place to make sure that it is still appropriate. We would like you to talk to your child's

class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This will ensure that we are doing similar things to support them both at home and school and we can share what is working well in both places.

What support do we have for parents/carers of children with SEND?

Prior to entry, parents with a child who already has a statement /Education Health Care Plan will be invited to a meeting which will be attended by all agencies who have been involved in order to share information to support that child. Other ways in which we communicate with parents of pupils with SEND are as follows:

- Termly review of pupil passport
- Termly review and feedback of SEND Student Support Plan (If relevant.)
- Yearly review of EHCP with parents and other professional support agencies. (If relevant)
- Feedback meetings with parents following the involvement of external professionals
- Yearly parent evenings
- Early Help and Child in Need meetings with relevant parties
- Termly Newsletter
- A full annual report

Accessibility:

Wheelchair accessible	Yes
Disabled Toilet	Yes
Changing area to meet medical needs	Yes
Evac+Chairs	Yes
Stair lift	Yes

Linked Policies on Website

- SEND policy
- Safeguarding
- Behaviour
- Equality and Diversity

<http://www.glendale.northumberland.sch.uk/website/policies/172687>

All relevant staff are aware and familiar with the requirements of the Disability Discrimination Act 1995 and Equality Act 2010.

Reviewed June 2020

REVIEWED BY: J Dunn (SENDCo)
R Bullen (SENDCo)
M Deane-Hall (Executive Head Teacher)