

Seghill First School  
 Seaton Valley Partnership of Schools  
 SEND Information Report

<b>SCHOOL NAME</b>	Seghill First School		
<b>TYPE OF SCHOOL</b>	First		
<b>ACCESSIBILITY</b>	<b>Fully wheelchair accessible</b>	<b>No</b>	
	<b>Auditory/Visual enhancements</b>	<b>No</b>	
	<b>Other Adaptations</b>	<b>No</b>	
<b>CORE OFFER</b>	<p><b>Are you able to deliver your core offer consistently over all areas of your school?</b></p> <ul style="list-style-type: none"> <li>• <b>Yes. All children educated on one site.</b> Staffing is flexible based on the needs of all the children. Learning Support Assistants (LSA's) are Read Write Inc. trained. Various members of staff have completed training in: Speech and Language, Sensory Support (hearing impaired), Behaviour Management, t, Autistic Spectrum Disorder training, Dyslexia training, and Talk Boost.</li> <li>• Staff work closely with parents/carers to identify children with SEND (and those at risk), and intervention is put in place at the earliest opportunity. All children in our school receive quality first teaching. We use many different teaching strategies to scaffold the children's learning, to ensure all children make good progress from their starting points. This could include:           <ul style="list-style-type: none"> <li>• Systematic phonics - taught throughout school from reception to year 4, through Read Write Inc. (RWI) and letters and sounds.</li> <li>• First Class at Maths (intervention) - available for children who require support in maths.</li> <li>• Visual maths aids - displayed in all class rooms e.g. 100 square, times tables, numbers, number lines etc. Individual resources are available for all children.</li> <li>• Learning Support Assistants - used to support the learning of different groups of children. One member of staff is trained in speech and language support.</li> <li>• We offer a nurturing village family ethos which ensures all children feel safe and secure.</li> <li>• We work closely with parents to ensure good attendance of pupils.</li> </ul> </li> </ul>		
<b>POLICIES</b>	<b>Does the school publish the following policies on its website?</b>	<b>SEN</b>	<b>Yes</b>
		<b>SAFEGUARDING</b>	<b>Yes</b>
		<b>BEHAVIOUR</b>	<b>Yes</b>
		<b>EQUALITY &amp; DIVERSITY</b>	<b>Yes</b>
	<b>Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</b>	<b>Yes</b>	

**Broad areas of need**

- Cognition and learning;
- Communication and interaction;
- Social, emotional needs;
- Sensory needs.

## **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?**

### **The school's special educational needs coordinator (Mrs Pamela Knowles)**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND 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
- 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 school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Your child's class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT Inclusion know as necessary.
- Writing individual profiles and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Head Teacher (Miss Tracey Chappell)**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governors (Mr Paul Frost and Mrs Claire Gauld)**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## **What are the different types of support available for children with SEND at Seghill First School?**

### **Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- 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 them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

### **Specific group work within a smaller group of children**

This group, often called Intervention groups by schools, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or most often a Teaching Assistant who has had training to run these groups.

### **Stage of SEN Code of Practice: School Action**

which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The class teacher/SENDCo/Head Teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority central services such as LIST (Local Inclusion Support Team), Visually Impaired Service and Hearing Services, external agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCO/Head Teacher (or you may have raised your own concerns) as needing more specialists 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 your child to a specialist professional e.g 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 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 support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g a social skills group
  - A group or individual work with outside professional
- The 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.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

Your child will receive more than 20 hours per week of individual support in school.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo/Head Teacher as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as the LIST team (Local Inclusion Support Team), Visually Impaired Service and Hearing Services
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have 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 (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

### **Who are the other people providing services to children with an SEN in this school?**

Directly funded or provided by the school:

- One HLTA (Higher level Teaching Assistant)
- One LSA (Learning Support Assistants)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse

Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:

- Occupational Therapy
- Physiotherapy

- CYPS (Children and Young people's Services).

### **What about looked after children?**

We currently have one children who is identified as LAC (Looked After Children in the care of the Local Authority). Senior staff attend all relevant training to ensure they are compliant with county guidance and are able to plan for the needs of these and other groups should there be a need.

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

- The SENDCo's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the LIST team.

### **How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### **How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science
- If your child is in Year 1 and above, but is not yet at National Curriculum age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The small steps of progress are called 'P scales.
- At the end of each key stage (i.e. 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.
- Children at School Action Plus will have a profile which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### **What support do we have for you as a parent of child with a SEND?**

- The class teacher is regularly 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 SENDCo 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.
- IEP's will be reviewed with your involvement each term.

- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **How is Seghill First School accessible to children with SEND?**

- The building is accessible to children with a physical disability;
- We ensure that equipment used is accessible to all children regardless of their needs;
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

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

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

- If your child is moving to another school:
  - We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child
  - We will make sure that all records about your child are passed on as soon 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 IEP's 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 them understand moving on then it will be made for them
- In Year 4:
  - The SENDCO will meet with the SENDCO and the Head of Year 5 from the middle school to discuss the specific needs of your child
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
  - Your child will visit their new school on several occasions throughout the year. A transition week at the end of the summer term involves 2 days of Year 5 staff visiting the first school and 3 days of first school children visiting the middle school.

### **What do I do if I have a concern?**

If there are any concerns in relation to the SEND provision we provide, the recommended approach would be to speak first to the class teacher.

- If concerns persist the next point of contact would be the SENDCO (Mrs Knowles).
- If the issue cannot be resolved, then further discussion can be arranged with the Head Teacher (Miss Chappell).
- The named governors for SEND are Mrs Claire Gauld and Mr Paul Frost and they can be contacted via the school on 0191 2370419 or by email to [admin@seghill.northumberland.sch.uk](mailto:admin@seghill.northumberland.sch.uk)
- If the matter can still not be resolved then our SEND Officer at Northumberland County Council can be contacted through the switch board at County Hall.
- Parent Partner Support and Mediation services are also available – contact County Hall for details.

### **How can I find out about the Northumberland Local Offer?**

It is often difficult to find out what is available for children and young people with special educational needs. The local offer aims to make it much easier to find this information, such as what to expect from a range of local services. This includes statutory entitlements, eligibility and referral criteria. The local offer also makes clear what is available from early years settings, schools, colleges and other services, including those from social care.

[Click here to access the Northumberland local offer.](#)

<b>Date of this report</b>	October 2017
<b>Review date</b>	October 2018
<b>SENDCo</b>	Mrs Pamela Knowles
<b>Head Teacher</b>	Miss Tracey Chappell
<b>Named Governors</b>	Mrs Claire Gauld Mr Paul Frost