

Spittal Community First School, Main Street, Spittal, Berwick-upon-Tweed, TD15 1RD.

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Website: www.spittalschool.northumberland.sch.uk Head Teacher: Mrs Wendy Kiff

**Special Educational Needs and Disabilities Information Report**

(For children with medical needs please see 'Supporting Pupils at school with Medical Conditions' in the policies section)

Type Of School	Mainstream First School 4-9 years 26 place Community Powers Nursery
Proportion of Children With SEND	17%
Accessibility	The school has complete wheelchair access, a disabled toilet and shower room. The school has complete wheelchair access, a disabled toilet and shower room.
Core Offer	We are able to deliver the core offer consistently over all areas of school. All teachers and teaching assistants have the necessary experience, training and expertise to identify and support children with SEND. We have a great deal of expertise within the school. Staff has had training in a range of aspects of SEND, such as MAPA, narrative approaches, paediatric first aid, diabetes, autism, precision teaching, emotional well-being, Early Years toolkit, talk boost, memory and EAL training.
Related policies on the website	SEND, Behaviour, Safeguarding/Child Protection, Health and Safety, Complaints Policy, Supporting children at school with medical conditions.
Ethos	At Spittal School we aim to provide every child with high quality education, to inspire a love of learning and to equip them for life in the challenging 21st century. We value every child and aim to provide a happy, stimulating environment in which the individual is cherished and everyone's contribution is valued. We aim to promote the dignity, status and worth of all people and to promote equality of opportunity, regardless of gender race and ability To work in partnership with parents and our community to develop and maintain good relationships with all our families for the benefit of our children. To work in partnership with external agencies to ensure the needs of our children are met. We also believe that for children to make the most progress they can, they need to attend school each day and be punctual as lateness can cause chunks of learning and opportunities to be missed.
SEND in our school	We identify children with special needs through teacher assessments (formal and informal), discussion with parents, and the progress made. Parents can raise any concerns they may have

	with the class teacher, the Special Educational Needs Co-ordinator (SENDCO), or the Head Teacher. The curriculum provided for the children may be differentiated through the work in class, or a particular intervention.
School staff	The child's education programme will be implemented in and out of class by the class teacher, teaching assistants, and specialists. The plan may be put together by a variety of professionals – teachers, SENDCO and outside agencies depending on the individual needs of the child.
Input from specialist services	We have a close partnership with many outside agencies such as the SEND Communication Support Service, ASD and SEND Behaviour Services, Psychological Services, Children's Services, CYPS, the Health Service and School Nurse.
SEND co-ordinator	The SENDco in school is Mrs Kiff <a href="mailto:wendy.kiff@northumberland.sch.uk">wendy.kiff@northumberland.sch.uk</a> 01289 307413
Inclusion	At Spittal School we aim to provide a happy, stimulating, safe environment in which everyone is cherished and everyone's contribution is valued. When on trips, some children may need extra support but all will take part.
Parental Support and Involvement	As well as regular parent consultations, all parents of children with SEND will receive a review of their child's progress and current targets. The children's progress is tracked every half term, and so is always current. Spittal prides itself on its close and open relationship with all parents. Communication is regular and we respond quickly to concerns. Parents are supported in school through a range of subject specific learning events, such as subject specific workshops, guest speakers, and a close partnership with local pre-school providers. Transition arrangements are in place for all children to move onto their next class or school. Where additional support is needed, this is arranged to make the move a positive experience for the child.

Date completed; March 2019  
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