



## The Federation of Longhorsley St Helen's and Whalton C of E Schools

*Hope - Honesty - Forgiveness - Friendship - Trust - Love*



4th May 2021, to be reviewed in May 2022.

### **Special Education Needs and/or Disability Information Report**

Special Educational Needs and Disabilities Coordinator (SENDCo): Ms J Campbell

Contact details:

Email: [Whaltonadmin@fedlongwhaltschools.uk](mailto:Whaltonadmin@fedlongwhaltschools.uk) or [longhorsleyadmin@fedlongwhaltschools.uk](mailto:longhorsleyadmin@fedlongwhaltschools.uk)

Telephone: 01670 788 316

Link Governor: L. Storey

#### Responsibilities of the SENDCo:

- To oversee the provision on offer for learners identified as having a Special Educational Need and/or Disability (SEND)
- To support class teachers and support staff in meeting the needs of our SEND learners
- Coordinating the additional support on offer to our SEND learners, including external professionals
- To attend partnership SENDCo Network Meetings, every half term, to keep up to date with current practices and new initiatives

#### The types of learners, who have additional provision in school:

- Children with communication and interaction needs
- Children with cognition and learning needs
- Children with social, emotional and mental health needs
- Children with sensory and/or physical needs
- Children identified as having moderate, severe or profound needs, where appropriate (these learners will most likely have an Education and Health Care Plan)

#### The process for identifying pupils with SEND and assessing their needs:

All children have baseline assessments at the beginning of an academic year, which are then revisited on a termly visit to review each individual child's progress. If a need is identified from this we will gather further information through dialogue with children (where applicable), parents, class teachers and other professionals. At this stage, it does not necessarily mean that a child would be formally identified as having a Special Educational Need/or Disability, it could be that they have been identified and will be monitored for an agreed length of time.

### Consulting and sharing information with pupils (where appropriate) and parents/carers:

Parents/carers are encouraged to be involved in their child's educational journey. Pupils where appropriate, will be part of these discussions to identify key areas of priority for them and how they can work towards achieving their targets set and what their next steps look like. Outside agencies may also be requested, as it may be identified that this would be the best way to support a child to achieve their targets. Permission from parents/carers will be requested at this stage and referral forms will include school and home views.

Assessing and reviewing pupils' progress towards their outcomes:

We will follow the Northumberland's Graduated Approach

[https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x194247\\_NCC.PDF](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/x194247_NCC.PDF), which has a four part cycle of assess, plan, do, review (APDR). The class teacher will work with the SENDCo to identify a pupils needs, drawing upon:

- Class teachers assessment and observations of the child in their learning environment (possibly including more unstructured times of the day, such as playtime)
- Class teachers' knowledge of a pupil's previous progress, attainment and behaviour
- A comparison of a pupil and their peers, alongside any national data comparisons
- Discussions with parents/carers
- Pupils' views
- Any additional advice given by outside agencies

### Supporting pupils moving between phases/changing schools

We will share information between schools, this is to ensure that receiving settings are fully informed of a child's needs; both the class teacher and the SENDCo will form part of these discussions. Extra transitional days may be required and in line with the receiving school's plan, we will support these additional visits.

### Teaching pupils with SEND

As a Federation, we promote an inclusive approach to all of our pupils, regardless of their individual needs, working closely with parents to identify children's needs and intervene as early as possible, to ensure that all pupils' needs are planned for carefully and met appropriately. We work closely with many outside agencies, including those independent to the Local Authority.

Class teachers are responsible for teaching the children in their class and managing the needs of the pupils in their class, through quality first teaching. Here is the link to some of the things that your child may be doing in class;

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-Key-features-of-QFT-June-2018-1.pdf>

The following interventions may also be used:

- Read, Write Inc
- Speech and language support plans
- Additional 1:1 reading or phonics session
- Rapid Maths
- First Class@ Number 1 and 2

- Precision teaching
- Talk Boost
- Thrive plans and supporting activities
- Bespoke learning packages designed by specialists or teachers to support a pupil's learning
- Occupational Therapy support programmes delivered
- Social skills groups
- Early Morning Booster Sessions

A child identified as having a SEND, dependent on significance of needs will have a Pupil Passport or a Pupil Support Plan, this is reviewed on a minimum of a half termly basis and updated accordingly.

#### Adaptations to the curriculum and the learning environment:

- Differentiated work
- Some 1:1 support
- Some group sessions
- A variety of teaching styles to support the learners' needs
- Aids such as; ipads, laptops, coloured overlays, pre taught vocabulary mats, visual timetables, wobble cushions, instructional prompts, learning maps, writing slopes
- Teaching assistant support to support a pupil's needs and EHC Plans
- Work stations
- Identified calm/self regulation area
- Both schools have one entrance that is accessible by a ramp, should this need arise
- We currently have no auditory or visual enhancements necessary

#### Outside agencies, that could be involved:

- Educational Psychologist
- Speech, Language and Communication Team
- ASD and Behaviour Support Team
- Literacy Support Team
- Visual Impairment team
- Hearing Impairment team
- Private Psychologists
- NHS Speech and Language Team
- Private Occupational Therapists
- NHS Occupational Therapists
- Child Nursing Team
- NHS Children and Young People Services (CYPS)
- NHS Primary Mental Health Team
- NHS School Nursing Team

#### Expertise and training of staff

I have worked in a SENDCo role since 2006 and we have a team of teachers and teaching assistants with a variety of skills and knowledge to work with children with additional needs. Throughout each academic year, we attend various training or hold staff meetings to discuss how to meet the needs of individual children.

As a Federation, we are MAPA trained (Management of Actual or Potential Aggression).

### Securing additional funding for a child's needs

If we think that your child needs additional support to what school can offer, it may be suggested that we apply for STAR Funding, this is a short term additional resource funding that can be requested through Northumberland County Council. The attached link shows you what information is required before this can be applied for;

[https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-Request-for-STAR-June18-1\\_2.pdf](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-Request-for-STAR-June18-1_2.pdf)

If it is deemed that your child has a long term need, the school may ask for your permission to apply for a COSA - The consideration of a statutory assessment. The following link, explains all about the information gathering process should this be the process that is needed.

[https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx#special educational needs guidance for professionals](https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx#special%20educational%20needs%20guidance%20for%20professionals)

### Evaluating the effectiveness of SEND provision

We evaluated the effectiveness of our provision for pupils identified as having a Special Educational Need/Disability by:

- Reviewing the pupils individual plans and progress they are making
- Using pupil questionnaire/voice (where appropriate)
- Monitoring and discussions of plans with outside professionals and members of staff
- Holding annual reviews for our children who are in receipt of an EHC Plan
- Talking and information sharing with our SEND link governor

### What proportion of children in our schools currently have a SEND?

Whalton: 12% (taken from the October 2021 Census)

Longhorsley: 6% (taken from the October 2021 Census)

### Complaints about our SEND Provision

Complaints about our SEND provision in our school should be made to the SENDCo Ms J Campbell or our Executive Headteacher Mrs N Brannen, in the first instance. If this matter is not resolved, you will then be referred to the school's complaint policy.

### Contact details of support services for parents of pupils with SEND

There are many agencies that can be accessed. There is a Northumberland Information and Advice Service, that can be accessed through this link

<https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

### Northumberland County Council's Local Offer

The Northumberland County Council's Local Offer can also be accessed via this link;

<https://www.yor-ok.org.uk/families/Local%20Offer/DfE%20The%20Local%20Offer.pdf>