



# The Federation of Longhorsley and Whalton C of E Schools

*Love your Neighbour as yourself so we can all aspire, believe and achieve to be the very best that we can be...*

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



## 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 775 216 (Whalton - option 2) or 01670 788 316 (Longhorsley - option 1)

Link Governor: F. O'Neill

### 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 with the Font Alliance, every half term, where possible, 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 basis 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, with a follow up meeting with myself as SENDCo, the class teacher and parent(s).

### 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, pupil (where appropriate) and parental views.

### Assessing and reviewing pupils' progress towards their outcomes:

We will follow the Northumberland's Ordinarily Available Provision Guidance to identify needs and follow 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, in the dinner hall, transitional changes)
- 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. 'In school' transition is also important, when moving between classes. We are very fortunate that not only do all of the school staff know all of the individual pupils, but that all of the pupils know the staff, particularly when the whole school comes together during the school day, such as collective worship, lunchtime and outdoor break times.

#### Teaching pupils with SEND

As a Federation, we promote an inclusive approach to all of our pupils, regardless of their individual needs. This means working closely with parents to identify children's needs and intervening 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, providing enhanced offers to pupils who require this.

Teachers are also directed to use Northumberland's Ordinarily Available Provision both in Early Years and in their Key Stages.

#### The following interventions may also be used:

- Speech and language support plans - usually written by Specialist HINT or NHS staff
- Additional 1:1 reading or phonics session
- 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 - which may include Motor Skills United
- Social skills groups - such as; Talkabout, Language for Behaviour and Emotions, Language for Thinking
- Social stories on a 1:1 basis may also be written for a child
- Lunchtime games clubs (Lego Therapy, Games Club, Multi Skills, Art based club)
- Early Morning or After School Booster Sessions, if deemed appropriate for a short time can also be offered

A child identified as having an additional need will have a Pupil Passport or a Pupil Support Plan, this is reviewed on a minimum of a termly basis and updated accordingly, with the class teacher and parents, which the SENDCo will oversee and be part of where appropriate. That said; if the targets are not working within this period or they have already been met within the time period, they are reviewed and changed accordingly to reflect the needs of the individuals.

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

- Differentiated work
- 1:1 support
- Group sessions
- A variety of teaching styles to support the learners' needs, included where needed the use of

#### **Makaton and communication widgits**

- Access to aids such as; ipads, laptops, chrome books, coloured overlays, pre taught vocabulary mats, visual timetables, wobble cushions, instructional prompts, learning maps, writing slopes, fidgets, brain breaks, standing desks, scooter boards, theraputty, work stations, flexible seating
- Teaching Assistant support to enable a pupil's needs to be fully met, includes Continuous
- Professional Development Training, organises as part of our ongoing staff development plan
- Identified calm/self regulation area/safe space - including The Pod (at Whalton) and The Longhorsley Lounge of Peace and Learning Labs at both schools
- Both schools have one entrance that is accessible by a ramp, should this need arise
- We currently have no auditory or visual enhancements necessary, other than what is part of our Ordinarily Available Provision

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

- Educational Psychologist
- Speech, Language and Communication Team from Northumberland County Council – HINT Team
- Autism Support Team from Northumberland County Council - HINT Team
- Emotional Wellbeing and Behaviour Support Team from Northumberland County Council - HINT Team
- Specific Learning Difficulties (Literacy and Maths) from Northumberland County Council - HINT Team
- Visual Impairment team from Northumberland County Council - LINT Team
- Hearing Impairment team from Northumberland County Council - LINT Team
- Private Psychologists (if deemed appropriate)
- Private Play Therapists if deemed appropriate
- NHS Speech and Language Team
- Private Occupational Therapists (eg Little Hands OT)
- NHS Occupational Therapists
- Child Nursing Team, including linked Health Visitors for children under 5 years
- NHS Children and Young People Services (CYPS)
- NHS Primary Mental Health Team

#### Expertise and training of staff

Mrs Campbell has worked in her 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 specifically chosen training and hold staff meetings to discuss how to meet the needs of individual children. In addition, we may also be directed to specific training for a specific learner recommended by a specialist team.

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

If we think that a 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. If it is deemed that your child has a longer 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. Here is a link to Northumberland's Special Educational Needs and Disability Page: <https://northumberlandeducation.co.uk/send/>

#### Evaluating the effectiveness of SEND provision

We evaluate 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), including information from their one page profiles
- Monitoring and discussions of plans with outside professionals and members of staff

- Holding formal annual reviews for our children who are in receipt of an EHC Plan and interim termly reviews
- Talking and information sharing with our SEND link governor, including pupil voice survey

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

Whalton: From the October Census 9/23 - 39% overall, on SEND Pupil Passports children with an Early Health and Care Plan is 5/23 – 22%, children receiving SEND Support 4/23 – 17%

Longhorsley: From the October Census 19/75 -25% overall, children with an Early Health and Care Plan is 2/75 - 2.67%, children receiving SEND Support 17/75 – 22%

#### 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> and Mrs Campbell, may also be able to refer you to further services

#### Northumberland County Council's Local Offer

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

<https://www.northumberlandsend.co.uk/>