

Hugh Joicey CE Aided First School

SEND Information Report 2018-19

Our Vision – Happy, Healthy, Aspirational Learning in a Christian Community.



- We have high expectations for all members of our school community
- We provide equal opportunities for everybody regardless of individual differences.
- We value parents as the first teachers of their children and to welcome parents as partners in our school community.
- We develop responsible, caring members of the school and the wider community.
- We encourage children to reach their full potential on their path as lifelong learners.

SCHOOL NAME:	Hugh Joicey CE Aided First School, Ford	
TYPE OF SCHOOL:	Mainstream	First School with provision from Reception to Year 4
ACCESSIBILITY:	Wheelchair Accessibility	We have a wheel chair ramp down from the car park to the school entrance. Entrance and downstairs main school is completely wheelchair accessible. Upstairs KS2 classroom Intervention room and kitchen only accessible by stairs. Class allocation could be reviewed to meet need.
	Accessible Toilet	Disabled toilet available downstairs and upstairs.
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school? All children in our school have the right to Quality First teaching. As a small school we know our children very well and use a range of teaching strategies to ensure all children make good progress from their starting points. Strategies include:</p> <ul style="list-style-type: none">• Teaching Assistants in every class to support pupil learning – all have attended Introductory Thrive training.• 1 x TA Thrive Practitioner trained and annually updated to maintain subscription, supports emotional and social development of pupils across the school.• Systematic phonics teaching in Early Years and Key Stage 1 following Read Write Inc. Strong focus on basic skills in reading, writing and maths.• Good relationships with parents helps to identify any difficulties quickly and put interventions in place.	

	<ul style="list-style-type: none"> • Caring and nurturing ethos where children are valued and listened to, ensuring all children feel safe and secure. • Careful differentiation of work showing high expectations for all pupils. • Our Forest School enables children to learn in the outdoor environment and develops confidence and self-esteem. 		
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of strength		
	<ul style="list-style-type: none"> • We offer expertise in support for pupils with Down's Syndrome • We hold the Makaton Friendly award and use Makaton signing across the school • Read Write Inc interventions for children needing support with phonics • 1 x TA delivers Thrive programme on individual and whole class level and disseminates to all staff. • Firstclass@number2 trained TA • Interventions in narrative and story writing • TA and teachers trained to deliver Talk Boost • Targeted interventions to develop fine motor control • 2 TAs and 1 teachers trained in Team Teach Behaviour Management. 		
	Specialist Facilities/Equipment to support SEND		
	<ul style="list-style-type: none"> • Individual i-pads for children with Down's Syndrome and i-pads available in every class • Accessible toilet • Separate intervention room (upstairs) 		
	Input from Therapists/Advisory Teachers/other specialist support services		
	<ul style="list-style-type: none"> • We have Speech, Language and Communication Therapist reports and assessment (NHS) • Access to Northumberland SEND support services team with Educational Psychologist, Behaviour Support and Literacy Support • Educational Welfare Officer 		

	Breakfast and After School support <ul style="list-style-type: none"> We offer a range of after school clubs from 3.15 – 4.15 on a termly basis.
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> Lessons are as inclusive as possible with adjustments made depending on need. Children with SEND are supported by a range of teaching assistants at an appropriate level to ensure access to class teaching. Children needing one to one teaching are taught within the classroom and take part in whole class work whenever possible. Children with disabilities take part in all school trips, swimming lessons and residential visits.
	<p>What proportion of children currently at the school have an SEND?</p> <ul style="list-style-type: none"> SCHOOL SUPPORT 18% (12/68 children) are supported, monitored and/or have planned interventions for Speech and Language, Communication, Developmental delay, Moderate Learning Difficulties, Maths/English skills, Behaviour HIGH NEEDS (Education Health Care Plan 1.2% (1/68 children)
PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> SEN meetings with Headteacher and parents of SEND children take place twice a year to discuss needs and progress, and share intervention plans and targets. Formal Parent Meetings are held with class teachers in Autumn and Spring term Written reports provided in the Summer term We have an open door policy and communicate informally with parents regularly. Open mornings are an opportunity for children to share their work and classroom and school environment with parents, opportunity for discussion with teacher.
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <ul style="list-style-type: none"> We have well planned transition arrangements with all of the schools our pupils feed into. Children with SEND make additional visits to new schools and meetings are held between staff to discuss needs. Transition plans made for children with high support needs in consultation with parents and receiving school.
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>Children with SEND progress well from their starting points because intervention and support is identified early. Strong relationships between staff, parents and pupils ensures we have a good understanding of individuals and their needs, and the small school environment enables us to know our families well.</p> <p>We offer interventions in Read Write Inc, Talk Boost, Team Teach, Speech Therapy, dyslexia screening programme, Story Starters and Narrative, Get Writing, Theoderseu Fine Motor Control,</p>

	The Headteacher, Jacqueline Dalrymple is currently undertaking the National Award for SEN Coordination Sept 2018-19
COMPLETED BY: (Name and position)	Jacqueline Dalrymple Headteacher/ SENDCo
DATE COMPLETED:	September 2018
REVIEW DUE:	September 2019