

SEND Information Report

Longhoughton C of E Primary School's Vision Statement



Our Christian Vision is that - Everyone is welcome.

Everyone who spends time learning and growing at Longhoughton is encouraged to reach their full potential with **courage**, **compassion** and **creativity** to make a difference in the future. We are **respectful** of God's world, working together to create a loving and caring **community**.

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| TYPE OF SCHOOL: | Mainstream | | Primary (3 - 11 years old) |
| SENDCo | Mrs Tracey Critchlow | | |
| ACCESSIBILITY: | Wheelchair ramp and railing to give access to the front of the school. | | Yes |
| | Disabled toilet in mobile classroom | | Yes |
| | Other adaptations – a changing area for medical needs. | | Yes |
| | Auditory/visual enhancements | | None |
| POLICIES: | Are the school policies available on the website for: | SEND | Yes |
| | | SAFEGUARDING | Yes |
| | | BEHAVIOUR | Yes |
| | | EQUALITY & DIVERSITY | Yes |
| | | MENTAL HEALTH & WELL BEING | Yes |
| | | COMPLAINTS | Yes |
| | | INTIMATE CARE | Yes |
| | | SUPPORTING CHILDREN WITH MEDICAL NEEDS | Yes |
| | | PUPILS WITH ADDITIONAL HEALTH NEEDS ATTENDANCE | Yes |
| | | SERIAL & PERSISTANT COMPLAINTS | Yes |
| | Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? | | Yes |
| CORE OFFER: | Are you currently able to deliver your core offer consistently over all areas of your school? <div>Yes</div> | | |
| 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 are a fully inclusive schoolAll teachers and Teaching Assistants have experience in identifying children who may require additional support and use their expertise to provide early intervention support. | | |

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| | <ul style="list-style-type: none"> • Teaching Assistants are used in every class to support the learning of different groups of children (small group and 1 to 1 support) • We provide individual feedback to children on how to improve their work or go over any areas needing further support and provide opportunities for them to put into practice • Intervention programmes are in place to enable access to the core curriculum • Universally reading is supported by participation in whole class guided reading and in groups and targeted children take part in additional reading sessions • Spoken language & communication provision - three Teaching Assistants have completed a Spoken Language and Communication skills course. • Talk Boost is delivered in Early Years to promote the acquisition of age appropriate language skills – 1 teacher and two Teaching Assistants have received Talk-Boost training. • Read Write Inc practitioners – (three teachers and five Teaching Assistants) • Read Write Inc is offered to all children in Reception and Key Stage 1 and is continued as long as necessary to enable children to acquire essential phonetic knowledge • The Talisman phonic programme is used to support children in Key Stage 2 • Spell to Excel, CLIC Maths, Basic Skills sessions, Times Table Rock Stars are used to support the acquisition of basic skills • The 1stClass@Number programme is delivered as an intervention programme starting in Key Stage 1 • The Success@Arithmetic programme is delivered throughout Key Stage 2 • 2 Emotional Literacy Support Assistant provide ELSA support for all children as needed • Social inclusion/nurture group • Strong links and input from LA SEND Support Service • Dedicated space for vulnerable children. • Paediatric first aid (7 staff members) • All staff first aid trained • Staff have been Epi Pen trained in the past and can undertake refresher training if needed |
| | <p>Specialist Facilities/Equipment to support SEND</p> <p>Disabled toilet. Wheelchair access.</p> |
| | <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> • We have access to specialist teachers, including educational psychologists, inclusion support, behaviour support, literacy, language and communication practitioners, autistic spectrum advice, social workers, and a speech and language therapist in the local authority via the LA SEND Support Service. • We have access to speech and language therapists in the NHS. • We seek advice from Health Visitors, the School Nurse and CYPS. • Barndale House Special School is in our partnership and are available to offer, advice, support and specialist training on a needs basis. |
| | <p>Breakfast and After School support</p> <p>Both are available Acorns is our Wrap Around/Out of Hours Care facility run by Mrs Harnett and Mrs Parker. Acorns will run from 7:45am – 8:45am (including breakfast) and from 3:15pm – 5:45pm and costs £3.50 per hour.</p> <p>Due to the current COVID Pandemic we have not been running other after</p> |

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| | <p>school clubs but normally run – cricket, football, rugby, Let's Get Cooking throughout the year.</p> <p>Let's Get Cooking has started again – Autumn 2021 and will run for a particular year groups each half term.</p> <p>NUFC run a lunchtime club for Y5/6.</p> <p>Other sports clubs will start once coaches are available.</p> | |
| INCLUSION: | <p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All lessons are inclusive with adjustments made where necessary depending on need. All children with SEND are supported by teaching assistants and are given differentiated work. Visual time-tables and reminders and reward systems are available.</p> <p>Children with SEND are included on all school trips and residential where 1 to 1 support is provided, if necessary.</p> | |
| | <p>What proportion of children currently at the school have SEND?</p> | <p>9% (September 2021)</p> |
| 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"> • We have an open door policy at our school where parents can come and discuss any concerns. • We hold parents meetings for all parents in terms 1 and 2 and a written report is given out in term 3. • Pupil Passports/profiles/inclusion wheels/Support Plans/Health Care Plans are discussed with parents. • We talk to the children about their needs (Pupil Voice). • Staff hold regular meetings to discuss needs with parents then the school SENDCo becomes involved and referrals are made to invite outside agencies to give further support. • Parents meet people from outside agencies both at home and in school. • Parents are asked for and provide views and information. • Parents are involved in the implementation of any plans. • EHA forms are completed with staff and parents and where appropriate, children. • Where needed, behaviour diaries are shared with parents. | |
| | <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 a carefully planned and structured transition programme between key stages and schools. Additional pre-visits are planned for vulnerable children. • SENDCo attends LA/Partnership Meetings | |
| OTHER INFORMATION: | <p>What else do you think parents carers would like to know about your school?</p> <ul style="list-style-type: none"> • A named Governor ensures that the Governing Body is kept informed about developments in SEND in school and nationally. • An annual report is presented to the Governing Body by the SENDCo. <p>In our school we aim to offer excellence and choice, to all our children, whatever their ability or needs. We have high expectations of our children and we aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.</p> | |
| COMPLETED BY: (Name and position) | Tracey Critchlow – Headteacher/SENDCo | |
| DATE COMPLETED: | <p>First Published - 1st April 2014.</p> <p>Reviewed annually</p> | |

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| | Latest review November 2021 |
| REVIEW DUE: | Autumn 2022 |