



SEND Information Report

Longhoughton C of E Primary School's Mission Statement

The Christian ethos of **Longhoughton C of E Primary School**, as a Church of England school, is shown we believe, in the daily life of the school. This is reflected by the way we relate to and work with our children and provide a positive, caring and safe environment where each individual can fulfill their true potential.

TYPE OF SCHOOL:	Mainstream	Primary (3 - 11 years old)	
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	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes</p> <p>We are fully inclusive.</p> <p>All teachers and teaching assistants have training, experience and expertise in identifying and supporting children who may have additional needs. All staff work closely with our SENDCo, Tracey Critchlow, in planning and offering initial support, making referrals and carrying out interventions.</p> <p>Intervention programmes are in place to enable access to the core curriculum offer. 'Read write Inc' is offered to all children in Reception and Keys Stage 1 and is continued as long as necessary to enable children to acquire essential phonetic knowledge.</p> <p>Universally reading is supported by participation in guided reading groups and targeted children take part in precision teaching of sight vocabulary and spelling. Spell to Excel is used to further develop spelling in Key Stage 2.</p>		
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:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength</p> <ul style="list-style-type: none"> • All teachers and Teaching Assistants have experience in identifying children who may require additional support and use their expertise to provide early intervention support. • Teaching Assistants are used in every class to support the learning of different groups of children. • 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. • Spoken language & communication provision - three Teaching Assistants have completed a Spoken Language and Communication skills course. • Trained Talk Boost - 1 teacher and two Teaching Assistants have received Talk-Boost training. Talk Boost is delivered in early years to promote acquisition of age appropriate language skills. • Read Write Inc practitioners – (four teachers and four Teaching Assistants) • ELSA provision - two accredited ELSAs (Emotional Literacy Support Assistants) in our setting. ELSA Support Assistants support children to become more self-confident or to develop their social skills. • Experienced EHA(Early Help Assessment) practitioner • Strong links and input from LA SEND Support Service • Social inclusion/nurture group • Dedicated space for vulnerable children. • All staff trained in Positive Handling/Team Teaching. • Paediatric first aid (6 staff members) • All staff first aid trained <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 seek advice from 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 and from 3:15pm – 5:45pm and costs £3.50 per hour.</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. Children with SEND are included on all school trips and residential where 1</p>

	to 1 support is provided, if necessary.
	<p>What proportion of children currently at the school have SEND?</p> <p>13.7% total</p> <p>0.98% - 1 child ECHP/Statement 12.7 % - 13 children SEN support</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. • Children with SEND and their families/carers work closely with the class teacher, SENDCo and outside agencies, as appropriate. • We hold parents meetings for all parents in terms 1 and 2 and a written report is given out in term 3. • Pupil Profiles/inclusion wheels/intervention sheets are discussed with parents. • 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 the profile plan • Parents receive reviewed pupil profiles. • 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 strong transition programme between the local nursery and the Reception teacher staff. • We set up additional visits to their new school. • Make transition booklets to help children move from one setting to another. • We invite parents in to discuss any concerns and these will be included in a transition plan. • SENDCos from the Middle schools meet with the children, the Longhoughton SENDCo and relevant teaching staff. • Transition arrangements will be made in summer 2018 as the first Y6 cohort transfer to the Duchess's Community High/Secondary School
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <ul style="list-style-type: none"> • That all referrals to LIST have been accepted and action taken. • That all Top-up applications have been successful. • 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</p>

	our school community.
COMPLETED BY: (Name and position)	Tracey Critchlow – Headteacher/SENDCo
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