



SEND Information Report 2018-2019

(based on the 2014 SEN Code of Practice)

Belford First School is a small school in North, Northumberland. We accept pupils from Nursery (aged 2) to Year 4 (aged 9). We place inclusivity at the heart of everything we do.

How are we currently able to deliver your core offer consistently over all areas of your school?

All children in our school benefit from 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:

- Teaching Assistants in every class to support pupil learning.
- Systematic phonics teaching in Early Years and Key Stage 1 using Read Write Inc.
- Strong focus on basic skills in reading, writing and maths.
- Good relationships with parents help to identify any difficulties quickly and put interventions in place.
- 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.

What specialist facilities/equipment we have to support SEND?

- Individual ipads for children with SEND with appropriate apps and ipads available in every class
- Accessible toilet
- Separate intervention room available

How do we promote inclusion in school including day and residential trips?

- Lessons are as inclusive as possible, with adjustments made depending on need. SEND pupils are included in all lessons and school activities. Teachers plan for any SEND pupils in their class.
- Children are only withdrawn from lessons for interventions when it is felt this is most beneficial to the individual child.
- 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 SEN and disabilities take part in all school trips, swimming lessons and residential visits.
- All equipment and resources are modified or adapted where ever possible to meet the needs of children with SEND

What can I do if I have a concern about my child?

Belford First School operates an open door policy at all times. If you have any concerns relating to your child we would ask you, initially, to speak to your child's class teacher who may then involve the SENDCO and headteacher. Please don't worry about taking up our time, any concerns are worth discussing.

The SENDCO is Ms Ailsa Hickman who can be contacted via the school office on 01668 213 372

What happens if the school has a concern about my child?

If your child begins school at Belford First School, or transfers from another school, s/he will have his/her progress tracked through a wide range of informal and formal observations and assessments. Every half term your child's teacher will make judgements about how well your child is progressing in order to ensure that any difficulties or concerns are identified as early as possible. If the class teacher begins to feel that there may be a concern about progress either academically, behaviourally or socially then they will ask you to come into school to discuss the difficulty. At this point, the class teacher may suggest that your child may benefit from class based or out-of-class based interventions to help your child to get back on track. The class teacher may also suggest some ways in which you could support your child at home. It is important to remember that many children may experience the occasional 'wobble' throughout their primary school life and that this does not mean they necessarily have a special educational need. Many interventions will be temporary.

What happens if a special educational need is identified?

After initial interventions have taken place, school may feel that a special educational need is underlying the difficulties your child is facing. At this point, in consultation with yourselves, it may be appropriate to seek external specialist support to provide both school and home with suggestions of specific support. Furthermore, at this point if needed, referrals to diagnostic services or medical services may be deemed appropriate.

In very rare cases after external advice has been given it may be appropriate to request assessment for an EHCP (Education, Health and Care Plan). This is the new terminology that is replacing the old system of the 'Statement'.

What if my child already has an identified Special Educational Need?

If your child has been identified as having a special need prior to starting school or at a different primary setting, we will liaise with these placements to ensure that we provide a smooth transition. We will also follow advice of any external agencies involved with your child.

How can I be sure my child is getting the right support?

Children on our special educational needs list will have additional monitoring and tracking to ensure that the interventions and support they receive are appropriate and are helping them to reach their full potential. All of our interventions are regularly reviewed and we are flexible in our provision to ensure needs are met. Furthermore, we encourage the children to take an active part in their own progress and development, appropriate to their age. The children are actively involved in reviewing and setting their own targets with an adult.

What happens when my child moves to middle school?

Many children leave Belford First School to attend St Mary's Middle School. We have close links with St Mary's Middle and their Special Needs department. In the summer term of Year 4 face to face meetings between the two schools' staff takes place and all children with special/additional needs are carefully discussed and records passed on. In addition, it is possible for school to arrange additional visits to St Mary's Middle in the summer term for those children who may need support with transition.

Some children transfer to other schools. We ensure that liaison meetings take place with these schools and all records are passed on before the end of the summer term.

What training and expertise have staff at Belford First?

- Read Write Inc interventions for children needing support with phonics
- Teacher and TA are trained in Firstclass@number.
- Interventions in narrative and story writing
- TA and teachers trained to deliver Talk Boost
- TA trained in emotional literacy (ELSA)
- Targeted interventions to develop fine motor control and handwriting
- Strong links to specialist provision and advice from Grove Special School.
- Belford First School is able to access the specialist support of the Local Inclusion Team when appropriate.

In addition individual teaching assistants have received training relating to particular special educational needs and intervention programmes.

How do we know how well we are meeting the needs of our SEND pupils?

Our governors review our special needs provision regularly and help us to evaluate our effectiveness. We also have termly visits from our external School Improvement Partner who comments on the provision for SEND.

Our SEND governor is Phil Green who can be contacted via school.

Provision for pupils with SEND.

Speech, language and Communication Needs.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed? (if required)
Language is simplified with shorter sentences or modified instructions	Diagnostic tests can be administered via external services
Visual prompts and pictures are used with all children and individually where extra support is necessary	Referral to SALT (speech and language therapy) and individual or small group implementation of any programme of work that is recommended
Pre-tutoring of new vocabulary	
Use of thinking time and talk partners to help expressive language	

Autistic Spectrum Condition (including Aspergers).

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Classroom seating organised to provide the most quiet/spacious area possible	Referral to external agencies according to need including Educational Psychology Service, CYPS (Children and Young Peoples service).
Environmental distractions minimised	1:1 or small group work to develop social skills.
Visual timetables	Use of social stories
Appropriate adaptations for 'sensory' difficulties	
All staff 'know' ASD children due to the small scale of the school population and have received ASD training	
PHSE lessons deal with issues of difference and peer awareness of ASD included as required	

General/Moderate Learning Difficulties.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
Differentiated lessons within mixed age classes allows learning to be adapted effectively for all levels.	School's internal tracking of progress and data every half term, allows quick identification of pupils not meeting expected levels
Multi-sensory teaching methods including	Specialist assessment can be conducted, if necessary,

visual and kinaesthetic models and images	via the multi-disciplinary LIST team.
Teaching assistant support across classes is distributed according to need – smaller child:adult ratio	Interventions are specifically tailored to the individual's needs and are reviewed at least every half term
Use of ICT	1:1 or small group support in or outside of class – delivered according to need. Range of intervention programmes on offer including: Toe by Toe, Power of 1, Words First.

Specific Learning Difficulties (Dyslexia/Dyscalculia).

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
<p>Use of ICT</p> <p>Use of mind maps, scaffolded plans for written tasks, adult scribing</p> <p>Coloured paper and overlays</p> <p>Cursive 'dyslexia friendly' handwriting script is policy for all learners</p> <p>Peer support and partner work</p> <p>Multi-sensory teaching methods including visual and kinaesthetic models and images</p> <p>Black/white contrasts avoided where possible e.g. on the Interactive whiteboard</p>	<p>Some teaching assistants have received training from LIST to support children with specific learning difficulties.</p> <p>Work includes development of alphabetic skills, memory skills, fact recall, reading, spelling and writing – according to need.</p>

Social, Mental and Emotional Health.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
<p>Consistent, clear and simple school rules</p> <p>Range of learning experiences and challenges to ensure success builds on success</p> <p>Flexibility with seating arrangements</p>	<p>Reward systems and behaviour plans</p> <p>1:1 or group support with teaching assistants to develop behavioural skills appropriate to need such as: anger management, social skills and building self-esteem</p> <p>Use of games- adult supported – to build friendships, life skills such as turn taking etc.</p> <p>Access and referral to a range of external services including LIST, CYPS (Children and Young Peoples Service), CIN (Children in Need) meetings, Early Help Team support. We can also help parents to access</p>

	Triple P parental support.
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Sensory and Physical Difficulties.

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
<p>School follows advice given by the Sensory Inclusion Services.</p> <p>Please note that school has very limited experience of working with pupils with visual needs but some staff have worked with hearing impaired children in the past.</p>	<p>Eye and hearing tests are conducted by school nurse during reception and on request.</p> <p>Staff look out for signs of sensory difficulty and would inform parents if noticed. Examples could include clumsiness, large handwriting, holding paper at strange distances, headaches, not responding to the adult etc.</p>

Physical Difficulties (including dyspraxia)

How is teaching adapted to ensure curriculum access?	How is support and intervention provided and needs assessed and reviewed?
<p>Any advice from medical services is implemented.</p> <p>Spacing at tables is considered and is flexible according to need. Resources are appropriate and adapted if needed including the use of suitable writing equipment, writing wedges and 'fidget' cushions to develop core stability.</p> <p>Rest breaks</p> <p>Children's areas in school are all on one level with ramps up to the main doors so we are fully wheelchair accessible. We have two toilets that are wheelchair accessible and a hygiene room for those children with additional needs.</p>	<p>Staff have considerable experience supporting pupils with fine motor difficulties. Interventions include: wobble cushions, use of ICT, Clicker, range of pencil grips, writing slopes.</p> <p>Referrals can be made to appropriate external services such as Occupational Therapy. Any programmes of work provided by these services would be implemented in school on a 1:1 or group basis.</p>

What should I do if I feel my child is not receiving the support they require?

Contact Austin Robinson (Austin.Robinson@northumberland.gov.uk) providing details of your concerns and who you have already discussed these concerns with.

If you are not satisfied with the outcome of that consultation then contact Amanda Forbes (Amanda.Forbes@northumberland.gov.uk)

If you are still not satisfied then please contact the mediation service.

Where else can I go to get support?

Northumberland Parents Support Partnership

www.northumberland.gov.uk/default.aspx?page=17353

Northumberland Local Offer

www.gov.uk/childrens-services/special-educational-needs

Completed by Janet Robinson (headteacher)

Sept 2018

To be reviewed Sept 2019

Summary Sheet

SCHOOL NAME	Belford First School		
TYPE OF SCHOOL	First School		
ACCESSIBILITY	Full wheelchair access	No	
	Auditory/Visual enhancements	No	
	Other adaptations	No	
POLICIES	Does the school publish the following policies on its website?	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		ACCESSIBILITY	Yes
		EQUALITY & DIVERSITY	Yes
	Is the school familiar/aware of the requirements of the disabilities Discrimination Act 1995 and the Equality act 2010		
CURRENT SEND NEEDS in SCHOOL	Speech, language and communication		
	Autistic Spectrum Disorder (ASD)		
	Attention Deficit, Hyperactivity Disorder (ADHD)		
	Sensory and physical difficulties		
	Social, Mental & Emotional Health		
	Moderate learning difficulties		
SENco	Ms A Hickman 01668 213 372		

