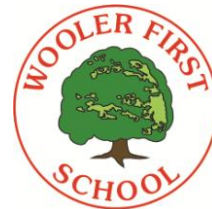




Wooler First School & Glendale Middle School



Headteacher – Mr Deane-Hall
Brewery Road – Wooler – Northumberland – NE71 6QF – Telephone 01668 281470

Wooler First & Glendale Middle School SEN Information Report 2015-16

Wooler First & Glendale Middle are both **mainstream** schools with an inclusive ethos.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Wooler First and Glendale Middle School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language or looked after children (LAC)
- Use of tools for standardised assessment
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Victoria Symons/Kayley Latham) or Headteacher. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our SENCo, Assistant Head and Head teacher oversee the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated termly.

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis (this could be part of parents meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this

- An appointment can be made with the SENCo to discuss support in more detail if required. The SENCo has weekly release time from class, usually on a Wednesday afternoon.
- IEPs (Individual Education Plans) will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's social and emotional needs as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- All support staff are ELSA (Emotional Literacy Support Assistant) trained.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the SENCo/Class Teacher/HLTA.
- Additional high quality pastoral support will be implemented for individual children and firm action taken to eliminate bullying. Particular attention will be given to vulnerable groups including looked after children (LAC)

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed in to and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- All staff have first aid qualifications, which are updated regularly.

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The schools have behaviour policies available on the school website. If a child has significant behaviour difficulties, an IEP is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the EWO or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates.
- The school are also able to support families in making contact with other agencies who can provide appropriate support.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have IEPs discuss their progress and targets when these are reviewed (age appropriate), as well as at termly meetings
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey

- All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an accessibility policy
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park, with a further two outside the Community Centre on the roadway that leads to the staff car park
- We have a chair lift to access the upper floors
- Accessible toilet facilities are available by the main reception
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The SENCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets in IEPs and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The

conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation

- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As schools, we track children's progress from entry at Nursery through to Year 8, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each half term between each class teacher and the Head teacher or Deputy/Assistant Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- At Wooler First School all our children upon their entry to Reception are assessed on their language skills using Talkboost. Children with language difficulties are re-assessed at key points to enable us to monitor progress
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Headteacher and SENCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body (see section 6)

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The schools provide a variety of after school clubs or clubs during lunchtime. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception or Year 5 (transition point), the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our Middle School SENCo works closely with the Assistant Head of Wooler First School who carries out SENCo duties. A new member of staff at Wooler First School will be undertaking the National training this year as she assumes the SENCo role for Wooler First School.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: LIST, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by support staff includes: behaviour for learning, Wave 3 interventions and precision reading. In addition to this, members of support staff are trained in First Class @ Number, Talkboost, NUMICON, RWI and ELSA.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- Further information is available from the SENCo, Deputy/Assistant Headteacher , Headteacher or the SEN Governor.
- General information relating to SEND can be found on the school website, including within the SEND & Inclusion policy. This can be found on the policy page of the school website
- Further information about available provision can be found on the school websites as their Local Offer and the Northumberland County Council Local Offer can be accessed using the link below: <http://northumberland.fsd.org.uk/kb5/northumberland/fsd/localoffer.page>
- The school has a complaints policy, which is available on the policy page of the school website.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the Office Managers for further information about the school and to arrange a meeting with the head teacher, in the first instance. Tel: 01668 281470

admin@wooler.northumberland.sch.uk admin@glendale.northumberland.sch.uk

Appendix I

2. Intervention Programmes available in School.

Behaviour support

Behaviour support is given to all children with a need as part of everyday classroom practice. Further support is sometimes requested and delivered by a specialised behaviour support teacher from Northumberland County Behaviour Support Team.

ELSA support

Emotional support and counselling is provided for anxious or vulnerable pupils or those with specific needs [e.g. bereavement] by specially trained LSAs. These pupils are able to spend time in a designated room at break/lunch times and also receive support in sessions throughout the week as required.

First Class at Number

Focused group mathematics activity designed to narrow the gap between children and their peers.

Handwriting Intervention

Including Speed Up handwriting and Write from the Start.

Occupational Therapy

As directed by professionals.

One-to-One tuition

One-to-one tuition is available to some children who have been unable to make the expected progress in whole class or small group settings. These children receive support working on a skill they have failed to secure or a previous misconception which is hampering their progress.

Read Write Inc

Structured phonics programme used as part of daily teaching as well as intervention groups.

Small Group intervention

Sessions lead by teaching staff for children working below age expected levels. These are specifically designed by the teacher for the needs of the individual children.

Talk Boost

Used in small groups to improve children's language skills.

Words First, Black Sheep and Sidney Programmes

These are used to support any child identified with specific literacy needs.