

SEND report

SCHOOL NAME:	Red Row First School	
TYPE OF SCHOOL:	Mainstream	First School with Early Years to Year 4 provision
ACCESSIBILITY:	Wheelchair accessibility	No
	Auditory/ Visual enhancements	No
	Other adaptations:	Low mobility accessible toilet and changing facilities.
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Pupils with SEND have a right to quality first teaching. Staff work closely with parents to identify children with SEND, and intervention is put in place at the earliest opportunity. All children in our school receive quality first teaching. We use many different teaching strategies to scaffold the children's learning, to ensure all children make good progress from their starting points. This could include:</p> <ul style="list-style-type: none"> • Systematic phonics is taught throughout school from nursery to year 3, using Letters & Sounds. • Precision Teaching is used as a teaching strategy by TAs in Year 1 to Year 4 to improve the word recognition, reading, spelling and writing attainment levels of pupils identified as working below the age-appropriate level. • Every Child A Counter [Numbers Count] strategies used in the teaching and learning of numeracy. • Every Child A Reader [Reading Recovery] strategies used to support reading • Kagan Cooperative teaching strategies are embedded in the teaching and learning throughout the school from Nursery to Year 4. • Visual maths aids are displayed in all class rooms e.g. 100 square, times tables, numbers, number lines etc. Individual resources are available for all children, including Numicon in every year group. • 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 it into practice. • We have a nurturing, family ethos which ensures all children feel safe and secure. • We work closely with parents to ensure good attendance of pupils. • Fidget tools are available, when children have difficulty sitting still, as they provide an outlet for stress. • Emotional support is offered to any child who needs it through our trained Emotional 	

	<p>Literacy Support Assistant (ELSA).</p> <ul style="list-style-type: none"> We have also adopted the Thrive Approach to develop and support the emotional, social, mental health and well-being of all our pupils. Individual pupils with specific needs are supported following assessments to identify their needs. We work closely with parents to support vulnerable pupils, share concerns and issues that may arise and celebrate successes and achievements. A free Breakfast Club Year 4 pupils go on a 3 day residential at an outdoor activities centre in the Autumn term. This is subsidised to enable all pupils to attend and benefit. 		
POLICIES:	Are the school policies available on the website for:	SEN	Yes
	NB: Please note that some these policies will be subject to review to reflect imminent changes in SEND legislation.	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		
	<p>Every Child a Counter [ECAC], Every Child a Reader [ECAR] and Every Child a Talker [ECAT] strategies used by trained teachers.</p> <p>Better Reading Partner [BRP] trained TAs</p> <p>ELSA - specialist trained teaching assistants</p> <p>Precision Teaching trained teaching assistants</p> <p>Clever Fingers – targeted interventions to develop fine motor control</p> <p>Talk Boost – targeted interventions</p> <p>TA trained to support children with Autistic Spectrum Conditions</p> <p>Lunchtime ELSA provision</p> <p>Dedicated space in school for vulnerable pupils to visit at playtimes [Rainbow Room]</p> <p>Thrive Approach trained staff to support emotionally and socially vulnerable pupils.</p> <p>All staff trained in Positive handling.</p> <p>All staff trained in Attachment & Loss to help support vulnerable pupils</p>		
	Specialist Facilities/Equipment to support SEND		
	<p>Ipads available in all class rooms</p> <p>Low mobility accessible toilet and changing facilities.</p> <p>Nurture space for vulnerable pupils [Rainbow Room]</p> <p>Thrive Approach practitioners</p>		
	Input from Therapists/Advisory Teachers/other specialist support services		

	<p>We have our own Speech and Language therapist who works for two days each week with pupils identified as needing support.</p> <p>We can refer to CYPS and also to the Northumberland Early Intervention Hub, which gives us access to School Health, Primary Mental Health, CYPS and the Northumberland Children's Services Early Intervention Scheme.</p> <p>For additional SEND advice and support we work with the Learning & Training Consultancy.</p> <p>For statutory assessments towards EHCPs we continue to work with the local authority Educational Psychologists.</p> <p>We can refer to the Sensory Support Team, for children with visual or hearing impairments.</p> <p>Barndale House Special School is in our partnership and are available to offer advice, support and specialist training on a needs basis.</p> <p>The Dales School, Blyth [a school for primary age children who have Special Needs] also support us with advice and teaching strategies for pupils with specific needs [e.g. ASD, ADHD, SEMH issues].</p> <p>Breakfast and After School support</p> <p>Free to all Breakfast Club provision available from 8:15 each morning (Monday-Friday). This is supported by Greggs the bakers.</p>
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>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.</p> <p>Children are only withdrawn from lessons for interventions when it is felt this is most beneficial to the individual child.</p> <p>Many interventions take place in the classroom as part of normal school lessons.</p> <p>Children with special needs and disabilities are included on all school visits and residential visits.</p> <p>What proportion of children currently at the school have a SEND?</p> <p>26%</p> <p>(September 2017)</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<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> <p>Intervention plans are discussed with parents and sent home on request.</p> <p>Formal parents' evenings are held 2 times a year, in the Autumn & Spring terms. In the summer term written reports are provided with opportunities for parents to meet with the teacher if so requested.</p> <p>We hold regular class assemblies, where parents are invited into school and their child's classroom to celebrate their achievements.</p> <p>We meet with parents/carers of SEND pupils on a regular basis, before and after school hours, to ensure that they are kept well informed of progress and issues as well as how they can best support their child. Those who live at a distance are contacted by phone on a regular basis.</p> <p>We operate an open door policy for parents to discuss needs and provide ongoing communication with parents of SEND children as appropriate.</p>

	<p>We signpost towards other services, e.g. parent support groups.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We have carefully planned and structured transition programmes between schools. These needs are assessed on an individual basis through consultation with parents.</p> <p>We provide additional visits to the Middle School for identified Year 4 pupils for whom it would be beneficial.</p>
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>Children with additional needs progress well from their starting points, because intervention and support is identified early. Where necessary we assess children using P-scales to measure small steps of progress.</p> <p>We use the following intervention strategies / programmes at Red Row:</p> <ul style="list-style-type: none"> • Small group phonics sessions taught daily. • Individual one-to-one interventions. • Small group interventions • ECAC individual and group interventions. • ELSA/ Social skills • Talk Boost • Precision Teaching <p>Parents have access to parent consultations three times a year, but if parents or teachers are concerned about a child's progress they are invited in to discuss this with the class teacher, so swift action can be taken. Our SEND policy is currently on our school website. This details the way we monitor pupils' progress and make assessments that help us determine whether or not a pupil requires additional support and what form and level that support should take.</p> <p>A named governor ensures that the governing body is kept fully informed about developments in SEND in school and nationally. An annual report is presented to the governing body by the SENDCo.</p> <p>Pupils with medical needs that are not covered by SEND are covered by our Supporting Pupils with Medical Conditions policy.</p>
COMPLETED BY: (Name and position)	<p>R Bolland (Head Teacher)</p> <p>D Vero (Deputy Head & SENDCo)</p>
DATE COMPLETED:	<p>September 2017</p>
REVIEW DUE:	<p>September 2018</p>
CONTACT IN SCHOOL:	<p>Mr R Bolland [Head teacher]</p> <p>Mr Vero [Deputy Head teacher & SENDCo]</p>