

# SEND

## Information Report

We aim to offer all children a broad, balanced education including access to the National Curriculum and Early Years Foundation Curriculum. Since children have differing abilities and needs some children will need help in achieving their potential. Teachers, parents, children and sometimes outside professionals and agencies need to work together to ensure all children benefit as fully as possible from their education.

<b>SCHOOL NAME:</b>	<b>Berwick St Mary's CE First School</b>	
<b>TYPE OF SCHOOL:</b>	Mainstream	Nursery & First School (age range 3-9 years)
<b>ACCESSIBILITY:</b>	Wheelchair accessible Other alterations	Ramps on 3 external doors allowing access throughout the school. Modified toilets
<b>CORE OFFER:</b>	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b></p> <ul style="list-style-type: none"> <li>We are a fully inclusive school providing a wide range of support to meet all mainstream needs.</li> <li>We have a nurturing, family ethos which ensures all children feel safe and secure.</li> <li>We work closely with parents to ensure good attendance of pupils.</li> <li>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.</li> <li>Intervention programmes are in place to enable access to the core curriculum offer.</li> <li>Intervention records detail all interventions used, ongoing evaluation and next steps.</li> <li>Teaching Assistants provide one to one and small group support to enable all children to access a differentiated or personalised curriculum.</li> <li>"Read, Write Inc" is offered to all children in reception and year 1 and is continued as long as necessary to enable children to acquire essential phonetic knowledge.</li> <li>Universally, reading is supported by participation in guided reading groups, individual reading and targeted children take part in our paired reading programme and precision teaching of sight vocabulary or spelling.</li> <li>Lexia reading intervention is available to all children from Reception to Year 4, and is used to promote effective reading skills</li> </ul>	

	<p>and knowledge, whilst supporting appropriate stages of phonic development.</p> <ul style="list-style-type: none"> <li>The “First Class at Number” programme is delivered throughout Key Stages 1 and 2.</li> </ul>		
<b>POLICIES:</b>	<b>Are the school policies available on the website for:</b>	<b>SEND</b>	Yes
		<b>SAFEGUARDING</b>	Yes
		<b>BEHAVIOUR</b>	Yes
		<b>EQUALITY &amp; DIVERSITY</b>	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
<b>RANGE OF PROVISION:</b>	<b>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</b>		
	<b>Areas of strength</b> <ul style="list-style-type: none"> <li>Foundation stage unit with large outdoor space supports smooth transition from Nursery into Reception.</li> <li>Additional transition work ensures smooth transition between other year groups and key stages.</li> <li>Built in systems ensure clear communication between teachers and TAs as well as ongoing TA development through access to relevant training.</li> <li>Behaviour management/dealing with challenging behaviour, management of pupils with ASD.</li> <li>Neli and Talk Boost trained staff</li> <li>Thrive - specialist trained teaching assistants</li> <li>Precision Teaching trained teaching assistants</li> <li>TA trained to support children with Autistic Spectrum Conditions</li> <li>Lunchtime pastoral provision .</li> <li>Well being house that provides space for therapeutic interventions.</li> <li>Good relationships with support services including health, social care and HINT services within Northumberland.</li> <li>Dedicated space in school for vulnerable pupils to visit at playtimes and during the school day when required.</li> <li>Staff trained in Positive handling (MAPA)</li> <li>Strong links to specialist school to support staff CPD and targeted children.</li> <li>Strong relationships with parents.</li> <li>Break time and lunchtime provision is well managed and supported with a range of accessible equipment and activities.</li> </ul>		
	<b>Specialist Facilities/Equipment to support SEND</b> <ul style="list-style-type: none"> <li>Single storey building with multiple easy access points.</li> <li>Nurture spaces available for vulnerable pupils</li> <li>Well being adapted therapy house</li> </ul>		

	<b>Input from Therapists/Advisory Teachers/other specialist support services</b> <ul style="list-style-type: none"> <li>Northumberland County Council SEND team which includes educational psychologists, social communication and ASD teachers, behaviour support teachers and speech and language specialist teachers.</li> <li>We can refer to Speech and Language Therapy (SALT) and Occupational Health.</li> <li>We can refer to the Sensory Support Team, for children with visual or hearing impairments.</li> <li>The Grove Special School is in our partnership and are available to offer advice, support and specialist training on a needs basis.</li> </ul>
	<b>Additional support services &amp; charities</b> <ul style="list-style-type: none"> <li>Links to other services and charitable organisations relating to SEND can be found on the school website under SEND Offer @ St Mary's.</li> </ul>
	<b>Breakfast and After School support</b> <ul style="list-style-type: none"> <li>Breakfast Club provision available from 8:00 each morning (Monday-Friday)</li> <li>After school provision 3:15-4:15pm (Monday – Friday)</li> </ul>
<b>INCLUSION:</b>	<b>How do you promote inclusion within the school? Including day and residential trips?</b> <ul style="list-style-type: none"> <li>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.</li> <li>Children are only withdrawn from lessons for interventions when it is felt this is most beneficial to the individual child.</li> <li>Children with special needs and disabilities are included on all school visits and residential visits.</li> </ul>
	<b>What proportion of children currently at the school have an SEND?</b> <p>15.6%</p>

<p><b>PARENT SUPPORT INVOLVEMENT/ LIAISON:</b></p>	<p><b>How do you involve/support the parents of children/YP with SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <ul style="list-style-type: none"> <li>• Intervention plans are discussed with parents and sent home on request.</li> <li>• Formal parents' evenings are held 2 times a year, in the Autumn &amp; Spring terms. In the summer term written reports are provided with opportunities for parents to meet with the teacher if so requested.</li> <li>• Informally Tapestry Learning Journals provide an e-portfolio and gateway between home and school during term time.</li> <li>• For children with a Support Plan, parents will be invited to a review meeting termly or half-termly (based on the child's needs) to discuss progress towards targets and new targets.</li> <li>• For children with an EHCP, parents will be invited to a formal review termly.</li> <li>• Pupil voice is an integral part of the monitoring and review process.</li> <li>• Parent drop-ins held half termly.</li> <li>• We hold regular class assemblies, where parents are invited into school and their child's classroom to celebrate their achievements.</li> <li>• We operate an open door policy for parents to discuss needs and provide ongoing communication with parents of SEND children as appropriate.</li> <li>• We signpost towards other services, e.g. parent support groups.</li> </ul> <p><b>How will school prepare children with SEND to join their next setting/college/stage of education?</b></p> <p>We have carefully planned and structured transition programmes between schools. These needs are assessed on an individual basis through consultation with parents. We provide additional visits for those identified pupils for whom it would be beneficial.</p>
<p><b>OTHER INFORMATION:</b></p>	<p><b>What else do you think parents carers would like to know about your school?</b></p> <p>We currently use the following interventions at Berwick St Mary's</p> <ul style="list-style-type: none"> <li>• Small group tuition with a teaching assistant</li> <li>• Small group tuition with a teacher</li> <li>• One to one tuition with a teaching assistant</li> <li>• pastoral: one to one or small group</li> <li>• Precision Teaching</li> <li>• Read Write Inc</li> <li>• Speech therapy &amp; Narrative support delivered by trained teaching assistant</li> <li>• Talk Boost</li> <li>• Neli Speech and Language intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• Lexia reading</li> <li>• Doodle daily challenges</li> <li>• Better Reading Partnership</li> <li>• Power of Maths</li> <li>• Number First Class</li> <li>• Bespoke pastoral care programmes</li> </ul> <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>Details about staff training in relation to pupils with SEND is currently under the SEND Offer on the school; website.</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>
<b>COMPLETED BY: (Name and position)</b>	Alisha Pearson
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<b>REVIEW DUE:</b>	Sept 2023