

SEND Information Report



Choppington Mission Statement

"Our vision at Choppington is to create a secure, creative, challenging yet supportive learning environment in which our whole school team, in collaboration with parents, governors and the community, educate our children, value their individuality, encourage them to strive for excellence and ensure they grow up to lead safe, happy, healthy and successful lives."

SCHOOL NAME:	Choppington Primary School	
TYPE OF SCHOOL:	Mainstream Primary School 2-11 Years	2-11 yrs of age. Little Learners to Year 6
NAME of SENDCO CONTACT DETAILS	Mrs. Karen Scott Tel: (01670) 823197 Email: karen.scott@northumberland.gov.uk	
NORTHUMBERLAND LOCAL AUTHORITY'S LOCAL OFFER	You can find information about SEND provision within our County at the following web address: http://www.northumberland.gov.uk/SEND-Local-offer.aspx .	
ADMISSION ARRANGEMENTS:	We are a fully inclusive school, where children with Special Needs and Disabilities are very welcome. Following assessment and discussions with parents or carers, we will review any special requirements or building adaptations. We will then liaise with the Local Authority if necessary.	
ACCESSIBILITY:	Wheelchair accessible Ground floor only Link to accessibility plan: Accessibility Plan 2016-2019	Main school – fully accessible. EYFS building –fully accessible
	Auditory / Visual enhancements	No
	Other adaptations	Disabled toilet within the main school building.
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? Yes All teachers and teaching assistants within school have relevant	

	<p>experience and expertise to identify children who may require additional support. Initial support will be offered via school based interventions.</p> <p>Following a referral, our SENDCo works closely with outside agencies and support services to ensure recommended interventions are implemented appropriately.</p> <ul style="list-style-type: none"> • Systematic phonics is taught throughout school from nursery to the end of Year 2 using the Read, Write Inc programme. Further phonics intervention will be provided beyond year 2 for any child who is not yet secure. • Visual aids are displayed in all class rooms e.g. 100 square, times tables, numbers, number lines, high frequency words etc. Practical and individual resources are available for all children e.g. Numicon in every year group. • Teaching Assistants are used in every class to support the learning of individuals or 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. • Emotional support is offered to any child who needs it via our Pastoral Officer and ELSA (Emotional Literacy Support Assistant) trained TA. • We use The Boxall Profile as a tool to assess, support and develop the emotional, social and well being of our pupils. Individual pupils and groups of pupils with specific needs or difficulties are supported following assessments to identify their needs. Areas for development are identified and targets are set for students to work towards. 		
POLICIES:	Are the school policies available on the website for:	SEN	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:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	<p><u>Areas of strength</u></p> <p>Our emphasis is to identify individual children's needs quickly and have conversations with families as soon as possible in order to provide early intervention support. Initially, this support is provided by school staff with the relevant training and expertise. Further specialist advice is requested when necessary.</p> <p>Within our early year's unit, we are now able to offer provision for 2 year olds. Communication and language provision (Talk Boost) is delivered to small groups of children by fully trained staff.</p> <p>Teachers and teaching assistants throughout the school have been trained to deliver Read, Write Inc and Numicon sessions. Nurture training has been delivered by LIST for all staff from EYFS to KS2. We have ELSA trained support staff and our Pastoral Officer has a qualification in behaviour and attendance.</p> <p>Most teachers have been trained in positive handling techniques (MAPA).</p> <p>Staff in both the EYFS building and main school has received training in supporting pupils with Type 1 Diabetes.</p> <p>Reading intervention is provided via Lexia Core 5 and Maths intervention through 'My Maths' - computer based programmes which pupils engage with using classroom PC's or I pads. Pupils working on these interventions are also able to access their profile at home therefore increasing their usage and potential progress.</p> <p>Lunchtime supervisors have received 'Positive Playtime' training.</p>	
EVALUATING EFFECTIVENESS OF PROVISION	<p>Speech and Language interventions, My Maths, RWInc, Lexia and nurture provision within early years are tracked Termly and sometimes half Termly. This allows the head teacher and SENCo to measure the impact on pupil's achievement and attainment as well as social, emotional and behavioural outcomes.</p>	

How will we measure the progress of your child in school?

As we are a small school, where most staff know each child well the effectiveness of interventions can also be measured through;

- discussions with staff and pupils,
- observations of behaviour and attitudes to school work
- evidence of pupil progress in books

If after a review of a specific intervention, it is felt to be ineffective the intervention will be stopped. The SENCo in conjunction with the head teacher will then look into other interventions to focus on the identified needs of a pupil or a group of pupils.

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally each half term to inform our in class assessments.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail but will also show smaller but significant steps of progress. These levels are called 'P' Scale Levels.
- At the end of each key stage (i.e. the end of Year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SAT's). The government requires all schools to do this and the results are published nationally.
- Progress in interventions will be reviewed every term.
- The progress of children with an EHCP is formally reviewed at an Annual Review where the family and all professionals involved with the child's education will be invited to.

Specialist Facilities/Equipment to support SEND

We have an accessible disabled toilet within the main school building.

Space can always be found within school for meetings with parents and professionals. Physiotherapy sessions, hearing tests and visits by school health advisors to carry out health and weight checks can always be accommodated.

Specific resources and strategies will be used to support your child either individually or in groups. Planning and teaching will be

	<p>adapted on a daily basis if needed to meet your child's needs.</p> <p>We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</p> <p><u>Input from Therapists/Advisory Teachers/other specialist support services</u></p> <p>In order to access support from specialist services, school make referrals to the Central Hub. Hub panel meetings are held every fortnight. Referrals are discussed by a panel of professionals and a decision is made as to which support service will pick each referral up. School and parents are then informed and arrangements are then made as to how to proceed.</p> <p>At Choppington we have built up a very good relationship with our colleagues within the Locality Inclusion Support Team (LIST).</p> <p>LIST offers specialist advice and support for schools, pupils and their families. LIST specialists include; inclusion support workers, behaviour support workers, educational psychologists, education welfare officers, and specialist teachers for autistic spectrum disorder and provide access to occupational therapists. They offer a first point of contact for schools for a wide range of issues. Once a referral is received from school, they usually begin their involvement by meeting with and listening to the child and their family.</p> <p>Health support services available include; access to speech and language therapists (SALT), school health advisors, occupational therapists, health visitors and the children's and young people's service (CYPS). Speech and language therapists visit school each term to carry out assessments, provide individual speech and language plans, provide resources and review each student's progress. Parents are able to meet with the therapist involved with their child to discuss progress, next steps and what they can do to support their child at home.</p> <p>Children's services provide support for social welfare including access to social workers, family support workers and family intervention workers. Social workers are often invited into school to attend Team Around the Family meetings alongside other professionals so that the relevant support can be directed where it is needed.</p> <p>Cleasewell Hill Special School is within our partnership and is available to offer advice, support and specialist training on a needs basis.</p>
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	<p>sessions and Mrs Broderick is supported with this by Miss Brown. Miss Brown is a Higher Level Teaching Assistant who also is a qualified ELSA.</p> <p>The needs and support for vulnerable children are discussed in our Monday morning safeguarding briefings as well during our weekly staff meetings. This ensures that all staff members are aware of current provision for these children.</p> <p>We place a high emphasis on anti-bullying education in school and are working towards our anti-bullying accreditation during the coming year. Our school deals quickly and effectively with any reported incidents of bullying. Children know what to do if they feel they are being bullied or if they see bullying taking place.</p> <p>Analysis of parental questionnaires shows that the vast majority of parents feel confident that we deal effectively with any bullying issues.</p> <p>What proportion of children currently at the school has an SEND?</p> <p>30% September 2016</p>
<p><u>PARENTAL SUPPORT</u></p> <p>What support do we have for you as a parent of a child with SEND?</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>Children with SEND work closely with the Head teacher, SENDCo, Pastoral Officer and outside agencies.</p> <p>If parents raise concerns or have a query we aim to respond very quickly. We either contact the family via a telephone conversation or by setting up a meeting to listen to parent's views. From this point we work closely with the family to discuss and work towards a resolution. If you have concerns about your child's progress you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo) Mrs Karen Scott who can be contacted on the school telephone number (01670) 823197. Alternatively you can send an email to: karen.scott@northumberland.gov.uk. The school SEND Governor Mr Kevin Burdis can also be contacted for support (01670) 823182.</p>

<p>How will the views of the child be listened to?</p>	<p>Intervention Plans are individual or group based, dependent upon need. Early Help Assessments (EHA's) are completed with appointed staff and parents. We place emphasis on working with parents in this way, as we feel that this fully involves parents in the journey of their child through school. School liaison books, behaviour plans / charts, attendance and crisis plans (including how physical intervention may be used if necessary) are also completed and shared with parents.</p> <p>We hold parent consultations to discuss progress in the autumn and spring term each year. A written report is sent home to parents in the summer term, with the opportunity for parents to meet with their child's class teacher if requested. In addition to consultations to discuss progress, parents are involved in frequent, fairly informal conversations with the class teacher or SENDCo</p> <p>EYFS hold Termly open mornings. Other key stages have parent involvement throughout the year on an event specific basis.</p> <ul style="list-style-type: none"> • If your child has an Education Health Care Plan they will be asked to complete an information document that will be shared at the review meeting. If your child is unable to do this, the Teaching Assistant who works with your child will help him/her to complete this. If at all possible, we may ask that your child attends the review meeting in person to give their views. • Children who are looked after by the local authority will also be invited to a meeting to give their views with representatives from school and a member of the local authority. The needs of the child will be discussed and objectives and actions will be agreed for the coming year. These will be recorded in a Personal Education Plan , which will be referred to regularly by the class teacher throughout the year.
<p>TRANSITION/MOVING BETWEEN PHASES OF EDUCATION.</p>	<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"> • Transition arrangements are in place for all children to try their next class or next school. • We have a strong transition programme between EYFS and

	<p>KS1 which includes an open morning during the summer term where Reception parents have the chance to meet their child's new Year 1 teacher and ask questions or raise any concerns.</p> <ul style="list-style-type: none"> • Activity afternoons are organised during the second half of the summer term. This allows the Reception children who are due to enter Year 1 in September the opportunity to meet and work with their new teacher/teachers as well as meet some of their new classmates. • For those children who go to the local middle school at the end of Year 4, or the secondary school at the end of Year 6 we work closely with the receiving school. Additional visits are offered for those children who may find it beneficial or who might find transition difficult. • A Year 7 teacher from the high school visits our Year 5/6 students each week to carry out activities in preparation for when they move on. • Contact is made with the head of Year 5 or Year 7, as well as the SENDCo of each receiving school in either the spring term or early in the summer term before they transfer. This allows vital information to be shared before students begin their new school in order that the relevant provision and resources are in place on their arrival. • For those students who have an Education, Health and Care Plan (EHCP) in place, there will be a review of the plan at least once every 12 months. When the student is due to transfer to a different setting or establishment then a phase change review will take place. This is an opportunity for parents or carers/the student and professionals to discuss the next phase of education and the outcomes for the young person.
<p>OTHER INFORMATION:</p>	<p>What else do you think parents carers would like to know about your school?</p> <p>Children with additional needs generally 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>Interventions provided within school include:</p> <p>Read, Write, Inc within EYFS and KS1/ Language and Literacy for children within KS2 taught four times per week.</p> <p>Numicon focus groups within Numeracy (EYFS and KS1)</p> <p>Small phonic boost sessions and One to One tuition literacy interventions are taught where appropriate.</p> <p>Nurture Groups for Reception age children. These nurture groups take place four afternoons per week.</p>

<p>What should I do if I feel my child is not receiving the support they require?</p>	<p>Small social skills groups or one to one work to cover Emotional Literacy Support including supporting those children who may have suffered a bereavement.</p> <p>Talk Boost, Occupational Therapy (fine motor skills activities), Speech and language Therapy for identified children.</p> <p>Roots of Empathy for children within KS1 (2015-2016)</p> <p>For some children, tasks and activities are supported or modified within lessons.</p> <p>A named governor ensures that the governing body is kept fully informed about developments in SEND in school and nationally.</p> <p>Pupils with medical needs that are not covered by SEND are covered by our 'Supporting Pupils with Medical Conditions policy'.</p> <ul style="list-style-type: none"> • Contact Mrs Karen Scott karen.scott@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 Mrs Blythe (Headteacher) • hilda.blythe@northumberland.gov.uk • If you are still not satisfied then contact the mediation service. • You can also get support and advice from Northumberland Parent Support partnership. Alison.bravey@northumberland.gov.uk (01670) 623555
<p>COMPLETED BY: (Name and position)</p>	<p>Karen Scott - SENDCo</p> <p>Hilda Blythe - Head teacher</p>
<p>DATE COMPLETED:</p>	<p>March 2016 (Updated September 2016)</p>
<p>REVIEW DUE:</p>	<p>March 2017</p>