



Choppington Primary SEND information report 2018

VISION

Choppington Primary School is at the heart of a proud community with a strong sense of belonging and a vibrant learning environment where everyone's uniqueness matters.

VALUES

FAMILY - a sense of belonging

HEALTH - positive minds & healthy bodies

HAPPINESS - a place where you want to be

VALUED - everyone matters and has a voice to be heard

What is a 'Local Offer'?

A message from Mr Smith, SENCO

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' link.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

At Choppington Primary School, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself or your child's class teacher - we would be more than happy to discuss with you any questions which you may have.

Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems - the list is endless and every child is unique - however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Who decides if my child has a SEND?

Often, children may join our school, with parents having a clear picture of their child's needs - parents know their children best - and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forward. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Learning Support Service, the Occupational Therapy Service, Parent Support Advisor, Primary Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' - but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are two categories of SEND at Choppington Primary School, these are children in receipt of:

- **A Support Plan;** the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.

- **A Statement / Education, Health and Care Plan (EHCP);** historically, children who had higher needs were issued a 'statement', by the Local Authority. From September 2014, statements will cease to be issued, and EHCPs will be issued in their place. All children with a current statement will be assessed against the criteria for EHCPs over the coming years. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

We have a designated SENCo, Mr Smith, to oversee the provision for all children with additional needs across the school. At Choppington Primary School, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children. We also have a high level of teaching support, to ensure children with additional needs are well supported in all lessons. We aim to tailor our curriculum to the needs of the child - through the use of staffing, differentiation, teaching style, and resources - including ICT.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. 'Nessy learning or Lexia' programmes or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service.
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups.

- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist. We have recently implemented a new programme of Speech and Language sessions with a trained specialist who will work with individual or small groups of children on a weekly basis. These sessions will then be built upon by school staff across the remainder of the week.
- Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs.
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals.
- Thorough assessments undertaken by professionals i.e. Educational Psychologists in order to pinpoint exact areas of difficulty that are then addressed.
- We have a funded Breakfast Club which is available daily to all children from 8.15 am – 8.50 am. There is no charge to families and the breakfast club is supported by our parents and other volunteers within the local community.
- After school clubs are available, however clubs on offer vary from term to term. Letters are sent out to parents at the beginning of each half term to inform them what is on offer. Reply slips must be received by school with signed parental permission if their child is to be allowed to attend. Both Breakfast club and extra-curricular provision is accessible to all children including those with SEND.
- Mrs Broderick, our Pastoral Officer is a qualified Emotional Learning Support Assistant (ELSA). She is available to work with children throughout the school on a 'drop in' basis. Her support includes working with children on a variety of issues such as friendship, self-esteem, anger, bereavement, unhappiness, bullying and behaviour.

What involvement can we have as parents/carers at Choppington Primary School?

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life.

You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming and make an appointment via our school office. We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. We also have half termly Assertive Mentoring meetings with both children and parents where achievements are celebrated and targets are set. If you wish the SENCo to join you at these meetings to discuss particular aspects of your child's learning, this can be arranged.

How would my child be assessed - and would we be informed?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, and at the beginning of each new school year, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through Assertive Mentoring meetings and end of term reports or your child's teacher may call an additional meeting if they have an area to discuss.

If more detailed assessments of SEND area required, some of the methods are:

Speech Therapy Assessments - which may focus on sound production, language understanding, or other relevant assessments to your child's needs.

Education Psychology Assessments - which may include memory, understanding, reasoning, logic, and general skills assessments.

On going school assessment - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments.

Social and Emotional Assessments

Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are called 'P-Levels'. Aspirational targets are set for all children assessed against 'P Levels' using the 2010 Progression Guidance - a document for schools to use to ensure that all children are expected to make good progress, including those not ready to access the National Curriculum.

How do the children contribute to their provision planning?

As with everything related to your child in our school - they have an opinion and voice that is listened to. As our school values say, 'everyone matters and has a voice to be heard'. At child centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. Children at the Support Plan phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children - which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

What about SEND and School Finances?

Each school in Northumberland receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN - after which they can request additional 'STAR' (Short Term Additional Resource) from the Local Authority; generally this is for children with very high needs and often in receipt of a EHCP. In order to access these funds, the school produces a 'Costed Provision Map' - detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available on Local Authority Local Offer Website.

Accessibility plan

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for: (a) increasing the extent to which disabled pupils can participate in the school's curriculum, (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our Accessibility plan can be found at:

http://www.choppington.northumberland.sch.uk/website/send_information_report_october_2017/144493

What SEND expertise do you have in Choppington Primary School?

The staff at Choppington Primary School are highly skilled and continued professional development is something that is very important to us. All staff may have training in some areas and then designated staff may have expertise in other areas. Most members of staff have Paediatric First Aid and Safeguarding Level 1 qualification. In addition, our SEND support staff have a selection of training. Each year the needs of children within our school are carefully considered and training organised to up-skill staff. Last academic year, the entire school staff received training in supporting children with ASD and two members of staff took part in ELSA training (Emotional Literacy Support Assistants) Whole staff have also undertaken training around asthma, epilepsy and record keeping.

Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mr Nelson! You can also respond to the Parent

Voice Questionnaires, which Mr Smith (SENCO) will send out, or make comments during the review process. If you are unhappy, it is best to speak to Mr Nelson or Mr Smith ASAP - we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

You can also get support and advice from Northumberland Parent Support partnership.

Alison.bravey@northumberland.gov.uk (01670) 623555

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHC and SEND Support plans allows us to see how well our children achieve academically and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve! The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENCo and whole staff regularly review the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy - and making good progress.

What are the Types and Levels of Need of SEND in our school?

Across our school, we have a variety of children with varying types and levels of need. Below, is an overview of the types and levels of need across our school as of November 2018

Total number of children on SEN register	33
Communication and interaction	20
Cognition and Learning	14
Social, Emotional and Mental Health	8
Sensory and/or physical needs.	4

It is important to note that some children display needs in more than one single category as reflected by the totals shown above.

Who are my main points of contact if I have any questions or worries?

Richard Smith - SENCo

Daniel Nelson - Headteacher

Michael Jackson - SEND Governor

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Choppington

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