SEND Report

SEND CO:- Clare Atkinson Date September 2019

1. **SEND Register Update**

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| --- | --- | --- | --- |
| Key Stage | Additional Support  Children | Education, health and Care Plan | Total |
| Foundation Stage | 2 | 0 | 2 |
| Key Stage 1 | 8 | 0 | 8 |
| Key Stage 2 | 29 | 0 | 29 |
| Total number of children on register | | | 39 |

Number of children removed from register in the last 12 months? 8

Number of children added onto the register in the last 12 months? 10

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1. **Attendance and exclusions of pupils on the SEND register.**

Percentage of persistent absences 7.4%

Percentage with 100% attendance 0%

Percentage of fixed term exclusions 0%

Percentage of permanent exclusions 0%

1. **Agencies who have offered interventions and support in the previous year.**

Hearing Impaired Unit

Educational Psychologist

Small Steps

Springwell School

Occupational Therapy

Speech and Language

Physiotherapy

Muscular Dystrophy UK and their North Ambassador

A range of clinical specialist from North Tees Hospital Trust.

The Life Centre Newcastle

Dyslexia Support

The National Autistic Trust

Child and Adolescent Mental Health Services

1. **The effectiveness of partnerships with parents/carers**

Percentages of parental complaints relating to SEND 0%

Percentage of parents/carers satisfied with SEND 98%

1. **Admissions Arrangements**

Admission for children with a specific SEND need are addressed through the Local Authority’s admissions arrangements. Children can be allocated a specific place if it is required within an Education and Health Care Plan. All of the children who are currently on the SEND register came into school through the standard admissions procedure.

1. **Access Facilities Within School**

Within school we have the following resources to support children access the building and facilities:-

Ramps to access doorways into school.

Disabled toilets located in Foundation Stage, KS1 and KS2.

Additional support (as advised by OT) in specific classroom toilet facilities.

Changing facilities.

A lift to access the upper floor of KS2.

A shower.

Quiet rooms

Dark spaces and sensory areas

Rooms which are carpeted and have suitable acoustics for children with a hearing impairment

Resources for children with a visual impairment.

Risk Assessments carried out for specific activities to ensure that all children can access activities.

The school has an Accessibility Plan which relates to Paragraph 3 of Schedule 10 of the Equality Act.

There is an Intimate Care Policy to support children with physical needs.

1. **Equality of Treatment**

The school prides itself with the way all children are treated as equals. There are a range of resources to help children access the curriculum and staff plan learning experiences with the individual needs of the child at the heart of the learning.

Children are provided with a range of support plans:-

Individual Education Plans

Co-ordinated Support Plans

Health Support Plans

Education and Health Care Plan

Provision Maps

SEND Passports

It is recognised that while some children have a specific SEND need in one area of the curriculum, they might be more gifted in other areas.

Each child is an individual and is treated as such.

1. **SEND Link Governor comments on the strengths and weaknesses in SEND policy and provision existing within the school.**

The school has worked closely with the local authority and embraced the new EHC Plans using these as the basis of internal Coordinated Support Plans for children with specific identified needs; these have been commended by our educational psychologist as a highly effective method of supporting children.

Transition for the children in last year’s Y6 was extensive and this will continue for the next cohort.

Children on the SEND register are achieving well, they are meeting their targets and the differentiated support is evident in the planning of lessons.

1. **OFSTED March 2018**





