

SEND Report

SEND CO:- Clare Atkinson

Date September 2022

1. SEND Register Update

Key Stage	Additional Support Children	Education, health and Care Plan	Total
Foundation Stage	4	1	5
Key Stage 1	11	1	12
Key Stage 2	22	1	22
Total number of children on register			39

Number of children removed from register in the last 12 months? 4

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

2. Exclusions of pupils on the SEND register.

Percentage of fixed term exclusions 0%

Percentage of permanent exclusions 0%

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

Hearing Impaired Unit

Educational Psychologist

Small Steps

Occupational Therapy

Speech and Language

Physiotherapy

A range of clinical specialist from North Tees Hospital Trust.

Dyslexia Support

The National Autistic Trust

Child and Adolescent Mental Health Services

RVI Newcastle

Dietician

School nurse

Visual Impaired service

Social work team

Early Help

Down's Syndrome North East

Makaton.org

Trail Blazer
Alice House
Rossmere ARP
SENDIASS

4. The effectiveness of partnerships with parents/carers

Percentages of parental complaints relating to SEND 0%

Parents are happy with the progress that their children are making and the support that they are receiving. Where parents request additional meetings beyond parental consultation, this is facilitated and parents are always signed posted to external support, such as SENDIass if they want additional clarification on local authority regulations.

5. 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.

6. 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.

7. 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

STEPS questionnaire for transition in line with our Educational Psychology team guidance.

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.

8. 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 SEND children begins in Y5 with the identification of children who will need a higher level of transition support.

Transition for the children in last year's Y6 was facilitated by the Y6 team with additional support from Mrs Atkinson, Mrs Keen and Mrs Pugh, which included additional visits to new schools, with staff supporting the children while they visited.

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

9. OFSTED March 2018

- Additional funding for pupils who have special educational needs (SEN) and/or disabilities has a positive effect on those pupils' learning. The SEN coordinator is passionate about her role and knows each child as an individual. Recent training for staff has been secured by the SEN leader around mental health. Pupils and staff worked with an educational psychologist to help them better understand the effects of mental health on pupils' well-being.

- Pupils are confident learners who are happy to work well together. If there have any concerns or worries, younger pupils value having a worry box to share their feelings and emotions.

- The SEN leader matches interventions and support against individual education plans for pupils who have SEN and/or disabilities. Therefore, pupils make good progress from their different starting points.

- Pupils show respect for others by listening carefully to one another's opinions or by waiting patiently to take their turn.