

SEND Information Report

2024-25



Hugh Joicey CE Aided First School

Our Vision – Love Learning, Love Nature, Love One Another

In line with the Code of Practice 2015

Our Vision – Love Learning, Love Nature, Love One Another

- We have high expectations for all members of our school community
- We provide equal opportunities for everybody regardless of individual differences.
- We value parents as the first teachers of their children and to welcome parents as partners in our school community.
- We develop responsible, caring members of the school and the wider community.
- We encourage children to reach their full potential on their path as lifelong learners.

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| SCHOOL NAME: | Hugh Joicey CE Aided First School, Ford | |
| TYPE OF SCHOOL: | Mainstream | First School with provision from Reception to Year 4 (age range 4-9 years) |
| ACCESSIBILITY: | Wheelchair Accessibility | Wheelchair ramp from the car park to the school entrance. Entrance and downstairs main school is completely wheelchair accessible. Upstairs KS2 classroom Intervention room and kitchen only accessible by stairs. Class allocation could be reviewed to meet needs. |
| | Accessible Toilet | Disabled toilet available downstairs and upstairs. |
| CORE OFFER: | <p>Are you currently able to deliver your core offer consistently over all areas of your school? All children in our school have the right to High Quality Teaching. As a small school we know our children very well and use a range of teaching strategies to ensure all children make good progress from their starting points. Strategies include:</p> <ul style="list-style-type: none"> • Fully inclusive school providing a range of support to meet all mainstream needs. • Nurturing, caring, family ethos which ensures all children are listened to and valued, and feel safe and secure • Working closely with parents to ensure good attendance. Any persistence absences are logged and followed up by the EWO (Education Welfare Officer) • Close relationship with parents helps to identify any needs quickly and put interventions in place • Individual feedback to children on how to improve their work or to go over any areas that need further support and provide opportunities to practise this learning. • Intervention programmes are in place to enable access to the core curriculum offer. • Teaching Assistants in every class to support pupil learning • Systematic phonics teaching in Early Years and Key Stage 1 (and Key Stage 2 where appropriate) following Read Write Inc. Strong focus on basic skills in reading, writing and maths. • Reading is supported by participation in reading groups, individual reading and targeted children take part in additional reading and precision teaching of key words. Children have regular access to our well-stocked school library. • First Class @ Number intervention delivered to Key Stage 2 children. | |

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| | <ul style="list-style-type: none"> Careful differentiation of work showing high expectations for all pupils. Our Forest School enables children to learn in the outdoor environment and develops confidence and self-esteem. | | |
| POLICIES: | Are the school policies available on the website for: | SEND | 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: | | |
| | Areas of strength <ul style="list-style-type: none"> Close relationship with on-site Pre-School ensure smooth transition and early identification of any emerging needs. Additional transition work supports transition between other year groups, classes and key stages. Small, personalised learning environment including outdoor learning in Forest school to support Social, Emotional and Mental Health, Communication and Interaction, Sensory and Physical and Cognition and Learning. Speech and Language action plans from NHS Northumbria, interventions and support delivered by teachers and TAs with regular SLT assessment. Active learning embedded across the curriculum to promote physical activity and inclusivity e.g Active Maths and English Commando Joe's programme to support character development and to promote team work, resilience and perseverance. Read Write Inc interventions for children needing support with phonics Weekly visit by a trained Therapeutic Play Therapist delivering one to one sessions. Interventions in narrative and story writing - RWI Get Writing TA and teachers trained to deliver Talk Boost Targeted interventions to develop fine motor control - Teoderescu Precision teaching used to teach reading and spelling of key words. Good relationships with support services including health, social care, and HINT services within Northumberland. Strong relationships with parents. Caring and nurturing ethos means children feel supported and have pastoral support throughout the school day. They know they can talk to any staff member about any worries they might have. | | |
| | Specialist Facilities/Equipment to support SEND <ul style="list-style-type: none"> Ipads available in every class Accessible toilets upstairs and downstairs | | |

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| | <ul style="list-style-type: none"> • Separate intervention room (upstairs) • School library is a calm and quiet area that children can use when needed, and is can also be used as a quiet intervention space. <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> • We have Speech, Language and Communication Therapist reports and assessment (NHS) • Access to Northumberland SEND support services team with Educational Psychologist, Behaviour Support Teachers, Social Communication, ASD Teachers, Speech and Language Specialist Teachers, as well as support through CYPS (Children and Young Person Services) • Referrals can be made to Occupational Health. • Referrals can be made to the Sensory Support Team, for children with visual or hearing impairments. • Partnership with other schools in the Berwick Partnership, especially the SEND Partnership. • Educational Welfare Officer • Trained Therapeutic Play Therapist |
| INCLUSION: | <p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> • Lessons are as inclusive as possible with adjustments made depending on need. • Children with SEND are supported by a range of teaching assistants at an appropriate level to ensure access to class teaching. • Children needing one to one teaching are taught within the classroom and take part in whole class work whenever possible. • Children with disabilities take part in all school trips, swimming lessons and residential visits. <p>What proportion of children currently at the school have an SEND?</p> <ul style="list-style-type: none"> • SCHOOL SUPPORT 28% (13/47 children) are supported, monitored and/or have planned interventions for Speech and Language, Communication, Developmental delay, Moderate Learning Difficulties, Maths/English skills, Behaviour • HIGH NEEDS Education Health Care Plan 2% (1/47 children) |
| PARENT SUPPORT INVOLVEMENT/LIAISON: | <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> <ul style="list-style-type: none"> • SEN meetings with Headteacher and parents of SEND children take place twice a year to discuss needs and progress, and share intervention plans and targets. • Formal Parent Meetings are held with class teachers in Autumn and Spring term • Written reports provided in the Summer term • We have an open door policy and communicate informally with parents regularly. • Open mornings are an opportunity for children to share their work and classroom and school environment with parents, opportunity for discussion with teacher. • Seesaw Online Learning Journal used to provide an e-portfolio, and provide a link between home and school during term time. • Annual EHCP Review meeting for children who have an EHCP • Pupil voice is an integral part of the monitoring and review process |

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| | <ul style="list-style-type: none"> • Signpost other services to parents e.g. parent support groups where appropriate |
| | <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"> • We have well planned transition arrangements with all of the schools our pupils feed into. • Children with SEND make additional visits to new schools and meetings are held between staff to discuss needs. • Transition plans made for children with high support needs in consultation with parents and receiving school. |
| OTHER INFORMATION: | <p>What else do you think parents carers would like to know about your school?</p> <p>Children with SEND progress well from their starting points because intervention and support is identified early. Strong relationships between staff, parents and pupils ensures we have a good understanding of individuals and their needs, and the small school environment enables us to know our families well.</p> <p>We offer interventions in Read Write Inc, Talk Boost, Speech Therapy, dyslexia screening programme, Get Writing, Teodorescue Fine Motor Control, Precision Teaching, NELI Speech and Language Intervention, First Class @ Number, NCETM Mastering Number, bespoke pastoral care interventions, small group tuition with a TA/Teacher, one to one tuition with a TA</p> |
| COMPLETED BY: (Name and position) | <p>Anna Carr</p> <p>SENDCo</p> |
| DATE COMPLETED: | September 2024 |
| REVIEW DUE: | September 2025 |

Appendix 1

Our provision for pupils with SEND

Speech, Language and Communication Needs

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| Language is simplified with shorter sentences or modified instructions. Visual prompts and pictures are used with all children and individually where extra support is necessary. Pre-teaching of new vocabulary and concepts. Use of thinking time and talk partners to help with expressive language. | Diagnostic tests administered by external services. Referrals can be made to the SLCN team and individual or small group implementation of any actions/programmes recommended by these assessments. |

Autism Spectrum Disorder (including Asperger's)

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| Classroom seating organised to provide a quiet and spacious place to work. Environmental distractions minimised. Visual timetables. Appropriate adaptations for any sensory needs. All staff know ASD children well due to the small school environment and therefore can make on the spot adjustments to support children throughout the school day. PSHE/RHSE lessons deal with the issues of difference and peer awareness of ASD included as required. | Referral to external agencies according to need including ASD Team, Educational Psychology Team, CYPS (Children and Young Person Services) One to one or small group work to develop social skills Social stories |

General/Moderate Learning Difficulties

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| Differentiated lessons with mixed age classes allows learning to be adapted effectively for all levels Multi-sensory teaching methods including visual and kinaesthetic models and images Teaching assistants support across classes is distributed according to need - smaller adult to child ratio Use of ICT | School internal data tracking every half term identifies children who are not meeting expected levels Specialist assessment can be conducted, if necessary, via the LIST/HINT team Interventions tailored to meet the needs of the children and reviewed every half term. One to one or small group support inside or outside of class, delivered according to need. Range of intervention programmes on offer to support learning. |

Specific Learning Difficulties (Dyslexia/Dyscalculia)

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| <p>Use of ICT Use of mind maps and scaffolded plans for written tasks, adult scribing Coloured paper and overlays 'Dyslexia friendly' font Peer support and partner work Multi-sensory teaching methods, including visual models and images Contrasts avoided e.g. black/white when working on the whiteboard etc.</p> | <p>Seek advice and training from the Literacy Support Team to support children with specific learning difficulties Work includes development of alphabet skills, memory skills, fact recall, reading, spelling and writing according to need.</p> |

Social, Emotional and Mental Health

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| <p>Consistent, clear and simple school rules Range of learning experiences and challenges to ensure success builds on success Flexible seating arrangements Nurturing environment and pastoral care when needed.</p> | <p>One to one Therapeutic Play sessions where needed Reward systems and behaviour plans One to one or group support from TAs to develop behavioural skills and emotional literacy support appropriate to need e.g. being resilient, anger management, social skills, building self esteem, developing growth mindset, making friends and coping with worries and anxiety Access and referral to a range of external services, including CYPS (Children and Young Person Services), Children in Need meeting, Early Help Assessments, Primary Mental Health etc.</p> |

Sensory and Physical Difficulties

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| <p>Follow advice given by the Sensory Inclusion Services</p> <p>Please note that the school has limited experience of working with visually and hearing impaired children, although Makaton signing has been used effectively to aid communication by staff members in the past.</p> | <p>Vision Screening Checks in Reception Staff look out for signs of sensory difficulties and inform parents if noticed e.g. clumsiness, large handwriting, holding paper at strange distances, headaches, not responding to an adult etc.</p> |

Physical Difficulties (including Dyspraxia)

| How is teaching adapted to ensure curriculum access? | How is support and intervention provided and needs assessed and reviewed (if required)? |
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| <p>Advice from medical services is implemented Table spacing is noted and flexible according to need. Resources are appropriate and adapted where necessary e.g. writing slopes, wobble cushions,</p> | <p>Staff are experienced in supporting children with physical needs, particularly fine motor difficulties. Interventions include Clicker software, pencil grips, wobble cushions, resistance bands etc.</p> |

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| <p>resistance bands</p> <p>Rest/movement breaks</p> <p>Active Learning sessions and Forest School sessions promote and support development of physical skills</p> <p>Lower floor is accessible, including a ramp from the car park and disabled toilets. Disabled toilet upstairs.</p> <p>Classroom allocation can be changed according to needs.</p> | <p>Referrals can be made to external agencies such as Occupational Health, and interventions take place as recommended by these professionals one to one or in small groups.</p> |
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