## SEND Information Report




| | | | |
|---|---|---|---|
| **SCHOOL NAME:** | **Ellingham C of E Primary School** | | |
| | | | |
| **TYPE OF SCHOOL:** | **Mainstream** | | **Primary 4-11 years** |
| | **Including a Community Powers Early Years Unit** | | **3-4 year olds** |
| | | | |
| **ACCESSIBILITY:** | **Fully wheelchair accessible** | | **Yes** |
| **CORE OFFER:** | Are you currently able to deliver your core offer consistently over all areas of your school?<br><br>Yes – All staff at Ellingham Primary School are committed to providing quality first teaching, so that all pupils can make good progress with their learning. Lessons are carefully differentiated to meet the needs of all pupils, whatever their learning style, to allow all to flourish. Staff use a variety of teaching approaches, resources and adult support in lessons to support pupils' learning. All teachers and teaching assistants have training, experience and expertise in identifying and supporting children who may have additional needs. All staff work closely with our SENCo, Diane Lakey, in planning and offering initial support, making referrals and carrying out interventions.<br>Our experienced SEND Governor is Andrea Thomas.<br>Provision and outcomes for all of our pupils, regardless of need, is monitored by the Headteacher, Governors, Local Authority and Diocesan school improvement teams. | | |
| **POLICIES:** | Policies available on the website:<br><br>http://www.ellingham.northumberland.sch.uk/website | SEND | Yes |
| | | SAFEGUARDING | Yes |
| | | BEHAVIOUR | Yes |
| | | EQUALITIES | Yes |
| | | COMPLAINTS | Yes |
| | | ACCESSIBILITY PLAN | 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:** Our experienced SENCo is an accredited 'Thrive Approach Practitioner' and mental health lead in school.<br>All of our Teaching Support staff are qualified to at least Level 3 and have a wide range of experience in working with pupils with additional needs or disabilities, in particular, Autistic Spectrum Disorder. We have one TA with Qualified Teacher Status, one Higher Level Teaching Assistant and one with an Autistic Spectrum Disorder Level 3 qualification. One of our Teaching Assistants has a Foundation Degree in Counselling. | | |
| | **Specialist Facilities/Equipment to support SEND:**<br>Three access ramps; two disabled toilets and nappy changing area. | | |

| | |
|---|---|
| | **Intervention programmes:**<br>We offer a range of specific evidence based interventions, tailored to the needs of individual pupils, in order that they can make good progress with their learning. We currently offer expertise in delivering: The 'Thrive Approach'; Talk Boost (Early Talk Boost and KS2); Read Write Inc. small group phonics sessions; 1st Class@Number; Paired Reading; ndirect Dyslexia Learning; English and Maths; Numicon; Social Skills – 'Feeling Good Group'; 1:1 tuition and 'Life-Skills' learning. |
| | **Input from Therapists/Advisory Teachers/other specialist support services:**<br>We access support from our SEND Support Services – including access to Educational Psychology, Occupational Therapy, School Nurse, Inclusion support, Behaviour Support, Literacy support, Speech and Language Therapy and Education Welfare. We are also able to access specialist support and training from Barndale House Special School. Health support services available include: Speech and Language (SALT); Visual Impairment Team; Paediatric Physiotherapy; Occupational Therapy; Mental Health (CYPS); Oncology; School Nurse; Dieticians and Health Visitors. |
| | **Breakfast and after-school support:** All after-school clubs, when available, are accessible by SEND pupils. There is currently no breakfast club, however, vulnerable pupils are supported with breakfast as needed. |
| **INLCUSION:** | How do you promote inclusion within the school? Including day and residential trips?<br><br>Each of our pupils has a class 'Base' for registration, they then can move to an appropriate base or small-group area for their teaching sessions. Lessons are as inclusive as possible, with adjustments made depending on need. 1:1 teaching takes place as necessary. All school visits, including residential visits are accessible to SEND pupils. When appropriate, additional funding is sought to provide additional staffing or resources. |
| | What proportion of children currently at the school have an SEND?<br>19% (February 2020) |
| **PARENT SUPPORT INVOLVEMENT/LIAISON:** | 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?<br><br>Regular contact with parents/carers is really important for children with SEND. Children with SEND and their families/carers work closely with the class teacher, SENCo and outside agencies, as appropriate. Pupils, families and staff create Pupil Profiles and Passports, using Northumberland SEND formats, in order to share knowledge about pupil strengths and needs, as well as identify support arrangements; these are updated termly. For some pupils, daily communication through the use of a home/school contact books is appropriate.<br><br>**Northumberland Information, Advice and Support Service** is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers.<br><br>The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority.<br><br>The support the service can offer includes:<br><br>• Providing a listening ear and practical advice and support with understanding the SEND 'system'<br><br>• Information on a range of SEND topics. |

| | |
|---|---|
| | • Support with preparing for meetings.<br>• Help with exploring the options for a child/young person's SEND provision.<br>• Signposting to other services and groups, including parent groups, youth forums and national helplines.<br>• Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.<br>• Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.<br><br>The website for the service provides further details and can be accessed at northumberlandiass.org.uk.<br>The service operates on a self-referral service basis and can be contacted by phone on 01670 623555 or by email at iass@northumberland.gov.uk. |
| | How will school prepare children with SEND to join their next setting/college/stage of education or life?<br>Preparations for transitions take place at least a year in advance when possible. We liaise closely with the next setting and organise additional visits, with TA support, to prepare for a smooth transition. |
| **OTHER INFORMATION:** | What else do you think parents carers would like to know about your school?<br><br>**Our Foundation:**<br>**The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England."** This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.<br><br>**Vision:**<br>'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**<br><br>**This is founded in the commandments:**<br>**Luke 10:27**<br>'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'<br><br>**Mission:**<br>* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.<br>* To live well together with community and church, so that all can flourish.<br>* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.<br>* As a small school, to know, value and support each person as a unique individual of inherent worth.<br>* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.<br>* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.<br><br>**In Ellingham School, we aim to live through the following values which reflect our Christian vision:**<br>Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom |

| | | | |
|---|---|---|---|
| **Local Authority Local Offer:** | https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Your-local-offer.aspx | | |
| **COMPLETED BY: (Name and position)** | Diane Lakey (Headteacher/SENCo) | | |
| **DATE COMPLETED:** | July 2020 | **REVIEW DUE:** | February 2021 |