

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:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes – 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.</p>		
POLICIES:	Are the school policies available on the website for:	SEND	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITIES	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		Yes
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength: 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.</p> <p>Specialist Facilities/Equipment to support SEND:</p> <p>Two disabled toilets and nappy changing area.</p> <p>Input from Therapists/Advisory Teachers/other specialist support services:</p> <p>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.</p> <p>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.</p>		
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>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.</p>		

	When appropriate, additional funding is sought to provide additional staffing or resources.
	What proportion of children currently at the school have an SEND? 22% (May 2017)
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> <p>Children with SEND and their families/carers work closely with the class teacher, SENCo and outside agencies, as appropriate. Intervention and support plans are sent home and home/school contact books are in place where needed.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>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.</p>
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <p>Our Mission Statement: "A small school with a big heart." A Christ centred community where each person can become what God has made them to be.</p> <ol style="list-style-type: none"> 1. We endeavour to develop the potential of each and every child to the full, through an enhanced curriculum of the highest quality. 2. To deepen and enrich the schools relationship with community and church for the benefit of all. 3. A strength of our small school is that we can know, value and support each person as a unique individual. 4. We seek to: <ul style="list-style-type: none"> • develop and nurture the spirituality of each person and to encourage, in all, the will to do good; • open our hearts to others so each may grow in their knowledge of themselves, and their need for one another. <p>To achieve this mission statement we aim:</p> <ul style="list-style-type: none"> • To provide a broad and balanced curriculum which is sensitive to the needs of each child. • To provide a warm and friendly school atmosphere in which children are encouraged to be well mannered and considerate to others. • To emphasise the development of language, reading and numeracy since without a thorough grounding in each, one is certain to encounter difficulties in other subjects. • To encourage children to develop self-control, honesty and reliability. <p>We currently use the following intervention programmes : Talk Boost (Early Talk Boost and KS2); Read Write Inc. small group phonics sessions; Paired Reading; Indirect Dyslexia Learning; Wave 3 Mathematics programme; Numicon; Social Skills – 'Feeling Good Group'; Individual behaviour support; 1:1 tuition and 'LifeSkills' learning.</p>
COMPLETED BY: (Name and position)	Diane Lakey (Headteacher/SENCo)
DATE COMPLETED:	May 2017
REVIEW DUE:	May 2018