

SEND Information Report

Updated September 2022

The SEND Information Report should be read in conjunction with the SEND policy and Accessibility Plan. Together they include details of:

- The school's admission arrangements for pupils with SEND or disabilities
 - The steps school have taken to prevent pupils with SEND or disabilities from being treated less favourably than other pupils
 - The facilities provided to assist access to the school by pupils with SEND and disabilities.
- (Children and Families Act 2014, Part 3)

Our school

At Acomb First School we will support all children to grow into confident, resilient, curious learners. They will be responsible, global citizens who will leave us with a lifelong love of learning.

Through great teaching and the support of our families and local Acomb community partners, we create an inclusive school that nurtures and develops our children's sense of belonging and happiness. We firmly believe that every child is unique and therefore brings different experiences, skills and ideas into the classroom. This in turn influences how they and others around them learn. We are committed to ensuring all children achieve their very best in all areas of school life.

Through a partnership between home, school and the wider community, we provide a stimulating and caring environment in which to develop the whole child, preparing them for life.

At Acomb First School we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Developing lively enquiring minds, with the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- Celebrating everyone's strengths and efforts no matter how small
- Offering wide ranging quality experiences that stimulate children's minds

- Encouraging respect for others, positive behaviour and good manners
- Building strong links between school, home and the local community
- Preparing children for future challenges in a changing world
- Through PSHE we will support children in gaining the knowledge and skills required to keep themselves safe, healthy and happy, and thrive in their future
- Valuing the opportunities we have to contribute to our community and the wider world

We wish every child to take with them happy memories of Acomb First School into their future life.

SEND information

This document is intended to give families general information regarding the ways in which we support our pupils with special educational needs and disabilities (SEND) to reach their potential. The strategies, resources and support explained are continually developed and our provision modified to meet the changing requirements of individual pupils. We embrace the fact that every child is unique and therefore will receive provision and support to reflect their individual needs.

SEND lead

SENDCo – Miss Hannah Williamson

Miss Williamson can be contacted in the following ways: **Phone:** 01434 602808
Email: admin@acomb.northumberland.sch.uk

Teaching assistants are deployed where they are needed throughout the school to ensure pupil progress and independence. Some work in class to support pupils and others may use their skills to run targeted interventions/ programmes.

The Governor responsible for monitoring SEND provision is Mrs Kate Massey.

The school has teachers and teaching assistants with a variety of skills and knowledge to support your child.

Miss Williamson first took on responsibility as SENDCo in 2011. She has taught across the primary and middle school age range. She has Bachelor of Arts degree.

The SENDCo's role is to coordinate the provision for pupils with SEND, promote inclusion throughout the school, advise and support staff and ensure the school's SEND policy is implemented across the school.

Mrs Kate Massey– SEND Governor

The SEND governor helps to raise awareness of SEND issues at governing meetings. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this. She works with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

The designated lead for child protection is:
Miss Hannah Williamson, Headteacher

Deputy designated safeguarding lead is Miss Lauren Dunlavy, Reception teacher. The designated member of staff responsible for managing pupil premium is Miss Hannah Williamson, Headteacher

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning.
- b. Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school. However, this may still be in a group or class context.

Identifying Need

We have a range of ways in which we identify children who may need extra help with their learning or who may have additional needs. Children are continuously assessed and monitored both on a day to day basis and through more formal methods such as SATS, reading, spelling and maths assessment.

If you think your child is experiencing difficulties in school, whether this might be with their learning or problems with social skills or emotional difficulties, then please contact us. Your child's teacher is your first point of contact. We know that parental involvement and input is an essential element in a child's education.

When children are identified as having additional needs, we (family, school

and, if necessary, other professionals) will work together to consider and provide effective support. We use individual pupil passports and resources which help support their development, address areas of concern and speed up progress. Children with complex needs may have a support plan. A parent or carer will be asked to sign a consent form to acknowledge that they are aware that their child is receiving Special Educational Needs support.

All children across school access Wave 1 provision as part of inclusive high-quality teaching. Children who have additional needs access a range of Wave 2 interventions (small group provision to enable children to work at age related expectations or above). A small number of children access Wave 3 (highly personalised) interventions.

The impact of these interventions is assessed and reviewed as part of termly pupil progress meetings. This is done by class teachers, staff running interventions and the SENDCo. This information is used to inform future support and provision.

We hold 3 parental meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultations. Each child's progress through their pupil passport or Support plan are discussed at these meetings and shared with parents. The class teacher, working with the SENDCo, will revise the support in light of these discussions about a pupil's progress. Each child has a pupil profile which allows the child to be involved in their own education. Their thoughts are contributed under: Things I want you to know about me, Things I find hard and It helps me if... Parents are also able to contribute to this profile.

We seek support and advice from a range of outside agencies to ensure any barriers to achievement are fully identified and responded to. School liaises with the following services: School Health, Northumberland SEND support through the Emotional Wellbeing and Behaviour Support Service, Speech, Language and Communication Service, Literacy Support Service, sensory Support Service (hearing and vision) Autism Support Service. The Education Mental Health Practitioners and Primary Mental Health team. The Northumberland NHS Children and Young Person's Service. Also the NHS Speech and Language service and, when appropriate, Social Services and Looked After Children Team. We have a service level agreement with the Northumberland Educational Psychology service and buy in the appropriate number of hours each year.

All staff receive ongoing training in relation to meeting the individual needs of children within school.

If you would like further information about what Acomb First School can offer then please do not hesitate to contact us. Miss Williamson is happy to discuss the needs of any pupil with their parents/carers.



Parents can also contact their local Northumberland Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for free impartial

information, advice and support in relation to their pupil's SEND and/or disability. Information is also available in the Northumberland Local Offer. 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.

The support the service can offer includes:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- 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 SEND processes, exclusion, complaints and SEND appeals.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

SENDIASS can be contacted on 01670 623555/ **01670 620350** or by email at: iass@northumberland.gov.uk

The website for the service provides further details and can be accessed at northumberlandiass.org.uk

Please see the Northumberland [local offer](#) for further information.

Other useful documents such as our SEND policy, Accessibility Information Report, Supporting Pupils with Medical Needs Policy and Admissions Policy are available on the school website:

Transition Between Schools

When a child transitions to another school before the end of Year 4 The SENDCo and class teacher will speak to the child's new school and all SEND papers will be passed to the new school.

For children due to transition at the end of Year 4 the SENDCo and class teachers meet with the SENDCo of the receiving middle schools to give an overview about the support currently in place for each child. Parents are also invited to a meeting with the

SENDCo, their child's current class teacher and the middle school SENDCo. In addition to the transition visits to their new school which are organised for all pupil's additional visits are arranged where it is felt this would support the child.

School entitlement offer to pupils with additional needs

For all pupils at Acomb First School who have an additional need and/or disabilities (SEND):

- Acomb First School values all pupils.
- We recognise that the family is the expert on their child and work in partnership with them
- We differentiate the curriculum and resources to promote pupil progress and meet the needs of all children.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We ensure there is access to high quality teaching and learning, appropriately differentiated for pupils with SEND, monitored through the school's self-evaluation process.
- We operate a graduated response based upon need, following a cycle of: assess, plan, do, review which is monitored by the SENDCo.
- We evaluate our intervention groups and strategies on a termly basis.
- We assess pupils for access arrangements for SATs examinations and the national phonics assessment Y1, and multiplication assessment Y4.
- We hold 3 meetings/reviews per year to discuss progress. At times these meetings may be held as part of Parent and Carer consultation evenings. Children will be invited to contribute to their Pupil Profile and share their views.
- For children with an Education Health and Care Plan, progress is formally discussed within a Statutory Annual Review, with recommendations submitted to the Local Authority.
- We ensure support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have a fully qualified SENDCo who can provide advice and guidance to staff.
- All staff have undertaken, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We ensure that our school activities and trips are accessible to all our SEND pupils.
- We use strategies to reduce anxiety/promote emotional well-being.
- Support is offered to families and they are signposted to services via the school website and organisations which may offer appropriate support or advice via the Local Offer.
- We support families with children with SEND formally through review meetings and informally through our "open door" approach.

We use a variety of means to gather and collate information to create an individual learning plan. Parents, pupils, professionals and staff review and monitor the implementation of actions.

We offer middle school transition support for pupils and parents and liaise closely with other schools at transition times to ensure that the move to the next school is as smooth as possible.

Specific provision is also provided for the different areas of need:

- **Communication and interaction**

Pupils who have difficulty communicating with others.

- **Cognition and learning needs**

Where a child learns at a slower pace than their peers even with appropriate differentiation

- **Social, Emotional and Mental Health Needs**

Pupils who experience short but significant periods of high anxiety, stress, distress or anger, or have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder

- **Sensory and Physical/Medical Needs**

Pupils with hearing or vision impairment or a physical disability which require additional ongoing support and equipment to access all the opportunities available to their peers.

The tables below give more information about these specific strategies and

resources:

Types of SEND: Type of support/provision made at Acomb First School:

Communication and Interaction This may include; <ul style="list-style-type: none">• Autistic Spectrum Disorders (ASD)• Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none">• Visual timetables in all classes, with some children having access to more individualised versions• A range of resources to support pupils with speech and language difficulties e.g. word banks, visual prompts• Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle toys, stress ball• Areas of low distraction• Use of alternative forms of recording (ICT, scribe)• We offer social skills support including strategies to enhance self-esteem and nurture support.• We use strategies/programmes to support speech and language development. includes facilitating small group or one to one support for children following programmes of work provided by outside specialists such as speech and language therapists.• We use the Talk Boost programme.• Use of individualised reward systems to promote learning and enhance self-esteem• We deliver 'Lego therapy' sessions to promote social and communication skills
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	<ul style="list-style-type: none"> • Where necessary we seek advice and training from outside agencies
<p>Cognition and Learning Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Learning Difficulties (Moderate – MLD) • Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia) 	<ul style="list-style-type: none"> • High quality teaching appropriately adapted to support learning • Use of physical materials and resources to ensure learning is multi-sensory and practical and promotes independence • We provide opportunity for pre-teach and reinforcement sessions • Visual aids to support key vocabulary and concepts. • Additional small group support in class from the class teacher and teaching assistant • We use small group or 1:1 targeted intervention programmes to improve skills in a variety of areas, e.g. RWI phonics groups • We use ICT to reduce barriers to learning where possible. • We promote alternative approaches to capturing and recording work, for example pictorial rather than written. • Reading Buddies • We use a range of resources to reduce barriers to learning e.g. coloured overlays, ICT resources. • We ensure children who need it are given additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We seek support, advice and training from support services and other outside agencies to ensure any barriers to success are fully identified and responded to. • We assess pupils regularly and report progress to parents and staff. • We use specific strategies and resources to support pupils with dyslexia e.g. coloured overlays for reading, word banks to support spelling of key words • Differentiated and, where applicable, individually personalised homework.
<p>Social, Emotional and Mental Health Difficulties</p> <p>This may include:</p> <ul style="list-style-type: none"> • Social difficulties 	<ul style="list-style-type: none"> • Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. • The school identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.

<ul style="list-style-type: none"> • ● Mental health conditions • ● Emotional difficulties • ● Attention Deficit Disorder • ● Attention Deficit Hyperactivity Disorder • ● Attachment Disorder • ● Autistic Spectrum Disorder ASD 	<ul style="list-style-type: none"> • We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • We have a wellbeing lead in school who monitors and provides targeted support for specific children • We use small-group or 1:1 targeted support to improve social skills, self esteem and emotional resilience. • Residential trips which help to develop social, emotional and behavioural resilience and promote independence in Year 3 and 4 • We seek support from outside agencies such as the School Health Advisor and the Children and Young People's Service (CYPS). • We deliver 'Lego therapy' sessions to promote social and communication skills • Start and end of day routines may be adjusted where a child is distressed by the business of these times. • Some individual pupils meet and greet at start of day • Homework club for children who can not engage in school work at home. • Equipment to help child with sensory regulation e.g. wedge cushions, sensory bands on chairs, fiddle toys, sensory chews, ear defenders, weighted blankets, tent. • sensory movement breaks • Follow advice of Occupational Therapy professionals where involved with a child • Referral to bereavement counselling through Tynedale Hospice
<p>Sensory and/or Physical Needs</p> <p>This may include:</p> <ul style="list-style-type: none"> • Hearing impairment (HI) • Visual impairment (VI) • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • We provide support and aids to ensure access to the curriculum and develop independent learning. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. • We work closely with Hearing Impairment and Visual Impairment Teams to ensure pupils' needs are met and our staff are trained to support the needs of pupils with hearing or visual impairment.

	<ul style="list-style-type: none"> • We work closely with the Occupational Therapy and physiotherapy service to deliver and monitor therapeutic programmes. • Specialist equipment • Flexible approach to transitions • Flexibility in uniform policy • We provide support with personal and intimate care if and when needed. • The Main entrance to our school allows wheelchair access. • Our school has a disabled toilet • Children with a medical need will have an individual health plan (IHP) • Our staff understand and apply the administration of medicine policy. • Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. • We use small group or 1:1 targeted intervention programmes to improve fine and gross motor skills • We ensure movement breaks for pupils with motor coordination difficulties as and when required • We provide additional handwriting support through targeted intervention programmes
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Complaints If you would like to file a formal complaint, please follow the procedure set out in our complaints policy – copy can be accessed following this link.

<http://www.acomb.northumberland.sch.uk/web/policies/606378>