



Wark C of E Primary School SEND Report 2019 - 2020

	Wark C of E Primary School		
TYPE OF SCHOOL:	Mainstream First School (4-9years) with Nursery (3 & 4 year olds)		
ACCESSIBILITY:	Ground floor only. Steps to Hall and Step lift for disabled access. Fully accessible toilet		
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All staff have sufficient experience, training and expertise to identify children who may have additional needs and to offer initial support.</p> <p>SEND training is available for all staff to match the appropriate needs of our children.</p>		
POLICIES:	Are the school policies available on the website for:	SEN	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:	<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: We have one Teaching Assistant who has achieved Level 3 credits in Autistic Spectrum Disorder and has had extensive experience working with children with ASD within school. In addition to this, all staff work closely together to identify needs and enable early intervention.</p> <p>Social, emotional and mental health support – Children benefit from the whole-school approach to identifying and supporting needs, with</p>		

	<p>professional advice sought where necessary.</p> <p>Our good links with schools within our mini and wider partnership enable us to provide a seamless transition from Primary to Secondary.</p> <hr/> <p>Specialist Facilities/Equipment to support SEND – We have an easy-access environment both inside and outside school, with a large hall equipped with lift facilities. There is an extensive outdoor play space, including a self-contained outdoor classroom, adventure trail and allotment to allow a wide range of physical and emotional needs to be addressed.</p> <hr/> <p>Input from Therapists/Advisory Teachers/other specialist support services – As a school we work closely with external agencies.</p> <p>For 2019 – 2020, we have bought into specialist services provided as part of the Local Authority Service Level Agreement for SEND. The team of specialists include educational psychologists, inclusion support, literacy, speech and language, autistic spectrum support staff and education welfare officers.</p> <p>We have also accessed support from the Hub through school referrals, including CYPS.</p> <p>We are able to access services from Health, including speech and language therapy, paediatric physiotherapy, mental health, dieticians and the health visitor.</p> <p>Children’s Services, based in Hexham, provides support for social welfare.</p> <hr/> <p>Breakfast and After School support –</p> <p>We offer a Breakfast Club which runs every morning from 8am to 8.45am and an after-school club which runs from 3.15 to 5.30pm.</p> <p>Both clubs are staffed by a Level 3 Play worker who is also employed by the school as a teaching assistant.</p>
<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Teachers plan lessons that involve all children in a challenging yet supportive way, making excellent use of our experienced Teaching Assistants to enable this to take place within a normal classroom environment.</p> <p>A wide variety of strategies are available to all children, for example visual timetables, quiet areas for time-out and a clear reward system for positive behaviours.</p> <p>All children are included in events and visits that take place within school as well as visits out of school. We always ensure that we have a very high ratio of adults to children, and all accompanying adults are made aware of the specific needs of the children involved. A risk assessment is carried out prior to any off site activity to ensure everyone’s health and safety will not be compromised.</p>

	<p>Residential visits are usually arranged for the summer term and are planned to include all children, regardless of SEND. Staffing, accommodation and activities will be reviewed each year to take into account the needs of the cohort.</p>
	<p>What proportion of children currently at the school have a SEND?</p> <p>Currently, 12% of our Mainstream cohort has been identified as having a SEND.</p>
<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>How do you involve/support the parents of children with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Our open door policy enables parents to have very close relationships with school staff. We listen to and act upon the needs of individuals, consulting with specialists when considering any requests.</p> <p>When a specific need has been identified, we complete a SEN Support Plan, which contains targets for the child. This is shared with parents and reviewed on a termly basis. Any interventions used are monitored carefully to evaluate how successful they have been in enabling the child to make progress. These will then be continued or adapted to ensure continued progress is made on a long-term basis.</p> <p>We communicate progress through formal and informal conversations, including review meetings for Support Plans every term and Pupil Progress Evening in the autumn and spring terms. As part of these meetings we can offer advice and practical ways that you can help your child at home.</p>
	<p>How will school prepare children with SEND to join their next setting?</p> <p>As we have a nursery intake, we are able to identify at an early stage, those children who may need interventions</p> <p>Children are taught in mixed-age classes, and family groups are organised for whole school activities. This helps children when they transfer between EY/KS1 and KS1/KS2.</p> <p>In previous years, we have organised a number of transition activities with our feeder middle schools but since becoming a Primary School from September 2019, the focus will mainly be on transition to Secondary School at the end of Year 6. Transition plans may be put in place to support any additional needs.</p> <p>Having extended our age-range to Primary, we will be able to continue our SEND provision for an additional two years. We already have a good relationship with the SENDco at Haydon Bridge High School, and this would be replicated for any setting chosen by a child's parents, to ensure that children are fully prepared for their next step.</p>
<p>OTHER INFORMATION:</p>	<p>What else do you think parents /carers would like to know about your school?</p>

	<p>At Wark C of E Primary School we strive hard to ensure that all pupils:</p> <ul style="list-style-type: none"> • Have a wide and balanced curriculum which is differentiated to meet individual needs • Can learn and make progress whatever their needs • Are assessed using appropriate assessment tools and guidelines • Have equal access to resources, provision and interventions as needed. <p>We use a wide range of interventions for literacy, numeracy, speech and language, and physical needs.</p> <p>These include Talk Boost in Reception delivered by trained staff, Read Write Inc sessions, 1 to 1 or small group reading, spelling and handwriting groups, Trugs (Teach reading using games), Breaking Barriers (maths), 1st Class @ Number.</p> <p>Flexible organisation also allows us to tailor learning programmes to suit individual children, for example, Year 1 children are able to work alongside Reception children in order to consolidate learning for as long as necessary.</p>
COMPLETED BY: (Name and position)	<p>Amanda Taylor Headteacher , SENDCO</p>
Updated:	July 2020
Next review:	July 2021