



SEND Provision in Whitley Chapel First School

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| SCHOOL NAME: | Whitley Chapel CE First School | | |
| TYPE OF SCHOOL: | Church of England Voluntary Aided First School | Age 4 - 9 | |
| | School based Nursery Mon – Thursday 9.00 – 3.15 Lunch available for Nursery Pupils from 12.00 – 12.30. There is a charge for this where it falls outside the 15 hours Free Nursery funding and the pupil is not eligible for 30 hours funding. | Age 3 - 4 | |
| ACCESSIBILITY: | Wheelchair accessible | Wide access doors, low steps which can be ramped if required, accessible ramp to rear access | |
| | Accessible toilet | Adult sized but available to all | |
| | Ground floor only | No internal steps or ledges for pupils with mobility issues | |
| | Auditory visual enhancements | No | |
| | Other adaptations | No | |
| CORE OFFER | Are you currently able to deliver your core offer consistently over all areas of your school? YES Whitley Chapel C of E First School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The staff members, Governors and parents work in partnership to create an environment in which everyone feels valued and is encouraged to realise their full potential. All teachers and teaching assistants have sufficient experience, training and expertise to identify children who may need additional support, and to offer initial support. Following referral, teaching staff work closely with support services to provide recommended interventions. Our SENCO ensures that staff training is appropriate to the specific needs of the children. | | |
| 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 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 staff members identify children’s needs quickly and negotiate with children and families to provide early intervention support. This is initially provided by school staff with training and experience. Further specialist advice is requested when necessary. The small size of the school allows staff members to get to know pupils really well and identify their additional needs very early. Small group sizes allow teachers and support staff to give a high level of individual support and to personalise programmes of work very effectively for those pupils who need them. | | |

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| | <p>Specialist Facilities/Equipment to support SEND</p> <p>There is an accessible toilet, with space for nappy changing if required. We have a small group room which can be used for therapist sessions eg. physiotherapy, speech and language therapy.</p> |
| | <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>We have swift access to our Locality inclusion Support Team (LIST) based in Hexham. LIST offers specialist support and advice for pupils, families and staff and provides specialised staff training. LIST specialists include educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech and language, autistic spectrum and social work. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family. Health support services available include speech and language, visual impairment, paediatric physiotherapy, occupational therapy, mental health (CAMHS), oncology, dieticians, school nurse, diabetic nurse and health visitors. Children's Services provide for social welfare.</p> |
| | <p>Breakfast and After School support Breakfast Club runs Monday to Friday from 8.00 – 9.00 am.</p> <p>This is charged at £3.00 per hour, and includes breakfast. After School Club runs from Monday to Thursday 3.30 – 6.00 pm. From 3.30 – 4.30 pm care takes the form of Curriculum clubs such as sports or crafts. These vary from term to term and are open to all pupils from Reception upwards. Nursery pupils are able to have separate After school care until 4.30 pm as part of their 30 hours funding. There is normally no charge for the Curriculum Clubs, although sometimes a charge might apply for materials, or if a special Coach is brought in. From 4.30 – 6.00 pm Monday to Thursday we run Chat and Relax club. This takes the form of more relaxing activities, such as colouring, reading, computer, watching TV. It is charged at £2.50 per half hour, and includes a light snack. At the moment we have no After School provision on a Friday as there is not enough demand for it.</p> |
| INCLUSION: | <p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Teachers plan to challenge and support individual children in every lesson. Many strategies that support particular children are available to all e.g. small group support, enlarged texts, simplified instructions, highlighter pens, quiet areas, so that children with SEN are not made to feel different. All children are taught to celebrate differences and respect individuals, so that any special adaptations are accepted and not commented upon. All children are included in all lessons, events and trips and support is provided where necessary, as subtly as possible. Lunchtime and support staff are aware of the particular needs of specific children. When appropriate, additional funding is sought to provide additional staffing or resources. Where a child has a particular need for support at set times of the day eg. physiotherapy programme, or diabetic support, the timetable is adapted to free up designated members of staff to work with them, and these members of staff receive the necessary training.</p> |
| | <p>What proportion of children currently at the school have a SEND?</p> <p>May 2021 6% at School Action. 6% at School Action plus (additional expertise), 0% at Early Years Action Plus (additional expertise)</p> |
| PARENT SUPPORT INVOLVEMENT /LIAISON: | <p>How do you involve/support the parents of children/YP with SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>We listen and consult, guiding families to consider requesting appropriate specialist support. In addition to termly progress meeting, parents are involved in frequent, fairly informal conversations with the class teacher and SENCO. Emails and telephone conversations allow communication with working parents. When parents raise queries or concerns, we aim to meet them very quickly to investigate and discuss resolutions. Parents can find out about the SEND services available to them by means of the Northumberland County Council Local offer on the School Website.</p> |

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| | <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Transition meetings take place with the Year 5 coordinator of the receiving Middle schools to discuss the needs of all pupils. Where a child has additional needs, meetings may also take place with the SENCO. Every effort is made to prepare children well for transition, and if children need extra support, we consult parents and receiving schools to arrange additional visits to allow them to become familiar with the new school and staff.</p> |
| THE ROLE OF THE SENCO | <p>The SENCO (Special Educational Needs coordinator) is responsible for coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. She will:</p> <ul style="list-style-type: none"> • Ensure you are involved in supporting your child's learning. • Ensure you are kept informed about the support your child is getting and involved in reviewing their progress. • Liaise with other professionals who may be involved with supporting all the other your child's learning e.g. Speech and Language Therapist, Educational Psychologist, Specialist Teacher to ensure a coordinated approach. • Update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and make sure that there are excellent records of your child's progress and needs. • Provide support and organise training for teachers and support staff in the school so they are able to deliver with confidence the necessary programmes and targeted interventions to enable your child to achieve their potential and learn. • Report to the Governing Body on provision for Special Educational Needs and Disability (SEND) |
| OTHER INFORMATION: | <p>What else do you think parents carers would like to know about your school?</p> <p>Class teacher input via excellent targeted Classroom teaching, also known as Quality First teaching, is available for ALL children. Our aim is to provide work appropriate for each child's level of ability and maturity so that all children will be using their capabilities to the full. Those children who may have a specific learning difficulty will have individual programmes developed to address their needs. Because of the small numbers of children with SEN in school, special programmes of study tend to be very individual rather than using a more widely recognised programme such as Read Write Inc. or Talk boost, and take the form of catch up sessions and small group support for Maths or Reading. Where there is a need for individual 1 : 1 support for therapies such as Speech and language or Physiotherapies, designated Teaching assistants are given the appropriate training and time is allocated on a regular basis to support individual pupils. Special attention is given to the emotional needs of pupils who are showing signs of emotional distress or difficulties, and programmes of support are in place to help them eg. Friend's Resilience programme, support from School Nurses. Wherever possible, parents are involved in partnership with school, and will also receive information about special support programmes that their children are being given, and be invited to do additional work at home with pupils to reinforce learning that has gone on in school. For some children, activities are supported or modified within lessons e.g. PE. Pupils are taught in Circle time that all children are different and may not be able to do things at the same level as their friends, and they learn tolerance and how to support each other, and often identify their own solutions. Children know that they may ask to have a quiet conversation with a member of teaching staff, to help them to reflect or to request help. Children's views are also sought as part of review meetings, and when additional support or resources are applied for, as in the case of an EHCP.</p> |
| SEND Governor | <p>Our SEND Governor is Mrs Jane Wrighton. Her role is to work with the SENCO to ensure provision for SEND is reviewed and improvements made when identified. She will (with the leadership team of the school), monitor the progress that children with SEND make and the quality of provision for them. She will also be available for parents to discuss their concerns</p> |

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| | where they feel the needs of their child are not being met appropriately. |
| COMPLETED BY: | Jenny Morgan (Miss) Head teacher and SENCO |
| DATE COMPLETED: | May 2021 |
| NEXT REVIEW: | May 2022 |