



# Seaton Sluice First School

## SEND Information Report

<b>SCHOOL NAME:</b>	SEATON SLUICE FIRST SCHOOL		
<b>TYPE OF SCHOOL:</b>	Mainstream First School ( 4 to 9 years)		
<b>ACCESSIBILITY:</b>	One storey building- front of school is fully accessible.		
<b>CORE OFFER:</b>	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b></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>		
<b>POLICIES:</b>	<b>Are the school policies available on the website for:</b>	SEND	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
<b>RANGE OF PROVISION:</b>	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	<p><b>Areas of strength:</b></p> <p>All staff have a wide experience of working with a range of learning and physical disabilities and staff are trained in managing attachment disorders.</p> <p>We have an additional provision class – ‘Stepping Stones’- which children attend 4 full mornings a week. This is a provision for children who are working outside of the national curriculum and follow the</p>		

	<p>PIVATs scale of progress. Stepping Stones has a ratio of 2 adults to 8 children, ranging from Year 1 to Year 3.</p> <p>We have a 7 TA's and 2 HLTA's who deliver a range of other interventions throughout the school, such as Talk Boost.</p> <p><b>Specialist Facilities/Equipment to support SEND</b></p> <p>We have an easy-access environment both inside and outside school. There is an extensive outdoor play space, including an outdoor classroom, adventure trail and natural areas to allow a wide range of physical and emotional needs to be addressed.</p> <p><b>Input from Therapists / Advisory Teachers /other specialist support:</b></p> <p>As a school we work closely with external agencies. We are able to purchase support from a variety of specialists through the SEND Service Level Agreement. These include educational psychologists, inclusion support, literacy, speech and language, autistic spectrum support staff and education welfare officers.</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 Service based in Northumberland provides support for social welfare services.</p> <p>We also provide counselling to children who require it, through a fully trained counsellor and we offer play therapy, especially for those children with attachment issues, provided by CATS (Child and Adolescent Therapy Solutions).</p> <p><b>Breakfast and After School support</b></p> <p>We offer breakfast club in school from 8am for any child in Reception to Year 4 who needs to attend. We do not have after school care in school, however we have a large, established group of local child minders attached to the school.</p>
<b>INCLUSION:</b>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></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. We also promote the use of outdoor learning to engage and challenge children with SEN and disability. We are currently training one of our HLTA's to be Forest School qualified, to support this our outdoor learning opportunities.</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</p>

	<p>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. This includes our Year 4 residential visit in the summer term, with extra adult support being employed when necessary and activities planned to include all children, whatever their physical or emotional need.</p> <p><b>What proportion of children currently at the school have a SEND?</b></p> <p>Currently 11% of our pupils have a SEND (National % - 14.4 Jan.'17)</p>
<p><b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b></p>	<p><b>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?</b></p> <p>Our open door policy enables parents to have highly effective 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 draw up an SEN Pupil Passport 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 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><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p> <p>We organise a number of transition activities with our feeder middle school throughout the year and particularly for our Year 4 children in their final year at First School. Middle School staff take part in moderation sessions and visit the Year 4 children and their class teacher to help them to gain a clear picture of each child's abilities and areas of need. Transition plans may be put in place to support any additional needs and SENDCo meetings are arranged as early as possible to ensure that everyone is well prepared for the move from First to Middle School.</p> <p>Personal, Social and Health Education also takes place in school to provide children with the opportunity to discuss friendships and changes.</p>
<p><b>OTHER INFORMATION:</b></p>	<p><b>What else do you think parents carers would like to know about your school?</b></p> <p>At Seaton Sluice First School we strive hard to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Have a wide and balanced curriculum which is differentiated to meet individual needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Can learn and make progress whatever their needs</li> <li>• Are assessed using appropriate assessment tools and guidelines</li> <li>• Have equal access to resources, provision and interventions as needed.</li> </ul> <p>We use a wide range of interventions for literacy, numeracy, speech and language, and physical needs.</p> <p>These include: Talk Boost in Nursery and Reception delivered by trained staff, 1 to 1 or small group reading, spelling and handwriting groups, fine motor skills interventions and targeted phonics teaching.</p>
<b>COMPLETED BY: (Name and position)</b>	Mrs Katie Walsh, Deputy Headteacher & SENDCO
<b>DATE COMPLETED:</b>	November 2018
<b>REVIEW DUE:</b>	December 2019