Key Staff	
Special Educational Needs Co-ordinator (SENCo)	**Mrs Chloe Senior**
Deputy SENCo	**Mrs Liz Aynsley**
SEND Governor	**Miss Alice Reilly**
Senior Mental Health Lead	**Mrs Chloe Senior**

SEND Information Report

Our School Vision

'A small school with a big heart!' - a Christ centred community where each person can become who God intended them to be.

This is founded in the commandments:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

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 school's 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.

We seek to:

* develop and nurture the spirituality of each person and to encourage, in all, the will to do good;

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* open our hearts to others so each may grow in their knowledge of themselves, and their need for one another.

To achieve this mission statement, we aim:

* 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.

Christian values: Friendship, Endurance, Compassion, Stewardship, Reverence and Justice

As part of Pele Trust, we believe that every child has an entitlement to learn, regardless of need. SENCos across Pele Trust work together to share good practice, to plan and to discuss current research. The Northumberland Graduated response permeates our approach; assess the pupil's needs, plan and implement strategies to meet the identified needs, review progress made.

Compliance

Our practice and the information in this report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

● Equality Act 2014
● Children and Families Act 2014
● Special Educational Needs and Disability Regulations 2014
● SEND Code of Practice 0-25 (July 2014)
● Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
● Accessibility Plan
● Teachers Standards 2012

The SENCo provides support to staff by:

● working alongside staff, parents and outside agencies

● working with staff to monitor pupil progress
● attending termly review meetings
● providing and/sourcing relevant training
● working as part of the Senior Leadership Team
● working as part of the Inclusion Team

We support pupils with Special Educational Needs/Disabilities and their Families
We involve and support parents/carers by:
● Termly meetings with parents to discuss current needs, progress, targets and levels of support
● Annual reports to parents in the summer term
● Parents' evenings in the spring and autumn terms
● Copies of reviewed and new Pupil Profiles sent to parents termly/half termly to parents of all SEND children
● An 'open door' policy, offering additional appointments can be can be made with staff at any time
● Communication through letters and/or phone calls if required
● Termly meetings for carers of Looked After Children (LAC)
● Regular Personal Education Plan (PEP) meetings for carers of LAC

We support pupils with SEND by:

- Inclusive whole class teaching whenever possible (supported by additional adults in class)

- Regular pupil progress meetings with parents to discuss concerns, monitor progress, review interventions and plan support
- Identification of suitable resources needed to support pupils
- Teacher planned interventions in basic skills in English/Maths/Social skills, which are reviewed and monitored
- 1:1 or small group intervention with a teacher or teaching assistant which is assessed, planned, implemented and monitored regularly
- Individual pupil profiles with SMART targets (specific, measurable, achievable, realistic, time limited) which are reviewed termly/half- termly
- Targets for English/Maths, social skills and life skills are discussed with SEND children
- Trained support staff
- Regular pupil tracking of progress and achievement

- Advice/involvement from outside agencies – which can lead to an Education, Health Care Plan if required
- SEND children complete their own termly reviews of their learning and pupil profiles.
- Thrive Practitioner who provides pastoral support for children with social/emotional difficulties, listens to the views of children and ensures measures are in place to prevent bullying in school.
- Support staff are placed appropriately in school to ensure pupil progress and attainment.

Our approaches to teaching children and young people with SEND:

1. **Level 1 - Quality First Teaching/Ordinarily Available Provision**
   Children receive inclusive quality first teaching which may include the provision of differentiated class work. Some children at this level may be on a monitoring list with their progress being carefully tracked and reviewed.

Further examples of this can be found here - Ordinarily Available Provision
https://northumberlandeducation.co.uk/wp-content/uploads/2022/09/Northumberland-Ordinarily-Available-Provision-Guidance.pdf

2. **Level 2 - School Support**
   Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age related expectations. School support can often include specific group work or individual support. The SENCo and class teachers will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage input from other agencies may be sought.

For your child this may mean:
Your child has been identified by the class teacher or SENCo (or you may have raised your own concerns) as needing some additional intervention to accelerate progress · You may be asked to give your permission for the school to refer your child to a specialist professional e.g: Speech and Language Therapist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school · Your child may receive a pupil profile outlining specific targets.

Level 3- High Needs

Where a child continues to make less than expected progress, despite interventions, they receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this.

The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress. If this support is not impacting on progress and there is still significant concern, the school, after consultation with parents and other professionals, may request additional funding and/or an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment. This means your child will have been identified by the class teacher or SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from resources normally available in school, and may involve specialist support from a professional outside of school.

For your child this may mean:

* Your child has been identified by the class teacher or SENCo (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups;
* You will be asked to come to termly meetings to discuss your child's progress and help plan possible ways forward;
* School may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
* You may be asked to give your permission for the school to refer your child to a specialist professional, e.g.: Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school; The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g.: some individual support or changing some aspects of teaching to support them more effectively;
- Support to set targets which will include their specific expertise;
- A group run by school staff under the guidance of the outside professional.

Outside Agencies which may be involved with children with SEND, following relevant referrals:

- Educational Psychologist – EP
- Children and Young People's Support Services – CYPS
- Speech and Language Therapist – SALT
- Occupational Therapist – OT
- ASK Educational Psychology and Counselling
- School Health
- Health Visitor
- Children's Services
- Social Services
- Education Welfare Officer
- Northumberland Inclusive Education Services (NIES)
- High Incidence Needs Team (HINT)

Staff Training:

Staff have opportunities to continue to develop their training on special educational needs. Current staff qualifications include:

- Thrive Approach
- Supporting children with Speech, Language and Communication difficulties
- Child Protection, incl. Signs of Safety
- Talk Boost/ Nursery Narratives
- Paired Reading
- Behaviour Support – Crisis Prevention Institute (Dysregulation and Safe Handling)
- Safeguarding, incl. Operation Encompass/Operation Endeavour
- First Aid, incl. Paediatric and Forest School
- Zones of Regulation
- Autism and ADHD Awareness
- Anaphylaxis/Epi Pen training
- Senior Mental Health Practitioner
- Prevent Training

Support for learners with special educational needs/disabilities:

Code of Practice Areas of Need

Cognition and	* QFT strategies/Ordinarily Available Provision

Learning	* Differentiated curriculum when appropriate to develop independent learning * Small group intervention programmes for English/Maths * Small group intervention programmes for specific targeted skills e.g. reading skills, phonics, handwriting etc. * Assess-plan-do review * Pupil profiles reviewed termly/half termly – copies sent to parents * Suitable teaching resources designed to meet the specific learning styles of individual children * Progress monitored through school's self-evaluation process * SEND children access inclusive, whole class teaching whenever possible .
Communication & Interaction ● Speech, Language & Communication difficulties ● Autistic Spectrum Disorders	* QFT strategies * Differentiated curriculum * Key workers who work closely with parents and teachers to support the child * Visual timetables * Social skills group * Social Stories * Quiet, distraction-free work areas * Support during unstructured times of the day * Small group work – such as Zones of regulation or Thrive * ICT support when appropriate * Support and advice from outside agencies, such as NHS SALT * Assess-plan-do review * Pupil profiles reviewed termly/half termly – copies sent to parents * Suitable teaching resources * Support and advice form the Local Authority HINT team
Social, Emotional & Mental Health ● Social Skills ● Emotional & wellbeing ● Mental health	* QFT strategies * Behaviour Policy * Whole school behaviour management systems support pupils and encourage them to make good behaviour choices * Behaviour support key worker

● Behavioural needs	* Friends Resilience * Thrive Approach assessments and action plans * Social skills groups * Positive Behaviour Support Plans/Risk assessments for out of school learning activities/visits * Advice and support from outside agencies - School Health, CYPS * School have an 'open door policy' for parents to discuss any concerns they may have regarding their child's Social, Emotional & Mental Health needs * Pupil profiles reviewed termly/half termly – copies sent to parents
Sensory & Physical Needs ● Visual/hearing impairment ● Multi –sensory impairment ● Physical needs ● Medical needs	* Access to ICT support when appropriate * Differentiated curriculum when appropriate to develop independent learning * Work with health professionals to support pupil's specific need * Occupational therapy/physiotherapy programmes * Staff training e.g.: epi pen, first aid, supporting children with asthma * Support with Personal care when needed * Work with professionals to support pupils with sensory needs to meet their needs in their learning * School has disabled toilet facilities accessible from all classrooms * School is fully wheelchair accessible * Sensory tools available in all classrooms * Forest School provision * Support and advice from the LA HINT team

Transition

At the end of the primary phase, the children transfer to secondary school. The SENCo will meet with the SENCo at the secondary school and the head of Year 7 to discuss the specific needs of children with SEND who will transfer into Year 7. Some external services are used by Pele Trust primary schools and Duchess' Community High School, including ASK Educational Psychology and counselling and the local authority HINT. This ensures continuity and consistency of professional support provided across the different phases of education within Alnwick Partnership of schools.

Additional, relevant information available on Ellingham CE Primary School website:

➢ Northumberland County Council Local Offer

https://www.northumberlandsend.co.uk/your-send-local-offer

➢ Special Educational Needs/Disabilities Policy
➢ Behaviour Policy
➢ Safeguarding and Child Protection Policy
➢ Complaint Procedure Policy

Northumberland Parent Partnership Service can provide advice and support to any family or learner, or give information about other support services you may find helpful. The contact details are:

01670 623555 / 01670 620350
iass@northumberland.gov.uk

Mon - Thurs 9.00am-5.00pm • Fri 9.00am-4.30pm

https://northumberlandiass.org.uk/

Complaints from parents of children with SEND about the provision made at the school

If parents or carers have a concern or complaint about how their child's special educational needs are being provided for in school, they should contact Mr Shaw (Executive Headteacher) or Mrs Senior (Head of School/SENDCO) to discuss their concerns.
If the matter still cannot be resolved, please follow PELE Trust complaints policy

Review date: September 2027

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