



**Corbridge
Church of England
First School**

Information Report

Core Offer

Corbridge Church of England Aided 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, Governors and parents work in partnership to create an environment in which everyone feels valued and is encouraged to realise their full potential.

What is SEND?

Special Educational Needs (SEN)

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

Many children and young people will have SEND of some kind at some time during their education. Early years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support

Children and young people with SEN may need extra help because of a range of needs. **The 0-25 SEND Code of Practice** sets out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

Disabilities

Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as ‘a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as diabetes, epilepsy or severe asthma.

Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs/Disability (SEND)?

The Head Teacher, Miss Jennifer Ainsley, will oversee all learning needs in partnership with the School’s Special Educational Needs and Disabilities coordinator (SENDco) who is Miss Louise Storey.

Your child’s class/subject teachers and support staff

Responsibilities:

- If a teacher is concerned that your child may be having some difficulties and is not making expected progress, they will inform you and the SENDco to ensure early intervention, if appropriate.
- They will ensure their teaching is of a high quality and that they regularly assess the progress of your child so they can identify areas to focus on when planning and delivering lessons.
- They will provide targeted work in class which is noted on plans and intervention plans. Some plans may be individual, specifically for your child or for groups of children.
- Teachers will ensure that trained support staff are able to deliver planned work and programmes.
- They will ensure that the school’s SEND Policy is followed in their classroom and the class environment and lessons are designed to ensure your child can learn.

School SENDco (Miss L Storey)

The SENDco 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;

- 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)

Head Teacher (Miss Jennifer Ainsley)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will devolve responsibility to the SENDco for the management of support for your child and their special need.
- She will (along with the SENDco) make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor (Mike Collins)

Will work with the SENDco ensure provision for SEND is reviewed and improvements made when identified. They will (with the leadership team of the school), monitor the progress that children with SEND make and the quality of provision for them.

What types of support are available for children with SEND at Corbridge C of E First School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching. This is available for all children.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. For example this may involve making lessons more practical.
- Specific strategies (which may be suggested by the SENDco, outside agencies and other professionals) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

If a gap has been identified your child will be grouped with other children with the same need so that guided group work can be planned.

Your child may have been identified to work on a specific intervention programme (for example, Read Write Inc, 1stClass@Number or Emotional Literacy) which the school has and has trained staff to deliver. The interventions include assessment, so that sessions can be carefully tailored to need.

Following identification of a need it may be decided that your child would benefit from further assessment through a referral to an outside professional because their need cannot be addressed solely through quality first teaching and effective intervention groups. The SENDco would then discuss with you an appropriate referral and you will be asked for your consent before a referral is made. There are a number of referrals that could be made. Initially it would be most likely that a referral would be made to local authority support services eg. speech and language therapy, educational psychologists, welfare support or specialist teachers e.g for behaviour, autism, Alternatively, school can refer to the Early Intervention Hub which meets at least monthly and has access to a range of services and professionals including; school nurse, CYPS (mental health support) and the FRP (family recovery project).

For your child this would mean:

- Your child has been identified by the class teacher/SENDco/Head Teacher (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 forward to a meeting to discuss your child's progress and help plan possible ways forward
- You will be asked to give your permission for the school to refer your child to a specialist professional
- 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 better support them.
 - Devise targets and programmes of work to be delivered by school staff under the guidance of the outside professional e.g. a social skills group/reading programme
 - A group or individual work with an outside professional.
 - Referral onto another professional
 - The 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 they will use.

Your child may need specified individual support identified in an Education, Health and Care Plan (EHCP). This means your child will have been identified as needing a particularly high level of individual or small group teaching, which cannot be provided for within the budget available to the school to support individuals with SEND.

If your child has an EHCP they are likely to have complex needs and continue to need specialist support from outside professionals. The SENDco will liaise with all professionals to ensure a coordinated plan of support is devised for your child.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. From September 2014 Statements of Special Educational Needs were replaced with EHCP's. If your child already has a Statement of Special Educational Needs this will stay in place until it is converted into an EHCP. Conversion will happen at some point over the next three years.

If the Local Authority agrees that your child's needs are sufficiently complex they will instigate an assessment. You, your child (if appropriate) and professionals working with your child will contribute to a dialogue to establish the appropriate provision for your child. Learning targets, who is to provide support and cost implications will be set out in a plan and regularly reviewed.

If it is decided that your child doesn't require an EHCP they may still decide to give the school S.T.A.R (short term additional resource) funding for a specified period of time to enable the school to provide appropriate provision or they may deem that provision is appropriate and can be provided for within school funds. Your child will be placed on the school's SEND register in all scenarios.

Any EHCP will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long and short term goals for your child.

Additional funding may be used to:

- Provide an adult to support your child within the class.
- Run individual programmes or small groups including your child.
- Pay for support from outside agencies.
- Provide resources not available within the school budget

Who are the other people providing services to children with SEND in this school?

All teaching staff are responsible for providing quality first teaching for all children, including those with SEND. Teaching Assistants deliver 1-1 and group interventions. The interventions may be overseen by services and professionals not working in school. They will offer guidance and recommendations. The impact of the interventions is carefully monitored.

Additional training is given to staff, if necessary, when further individual needs are identified.

Services outside school that we have access to include:

- Speech and Language Therapy
- Children's Services

- Family Recovery Project
- School Nurse
- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young peoples Services)
- Local authority support team services – (e.g. ASD teachers, Language and Communication Support teachers, Educational Psychologists)

How are the staff in school supported to work with children with SEND and what training do they have?

The SENDco's job is to support the class teachers in planning for children with SEND. The school responds to and seeks out training for all staff to improve teaching and the learning opportunities for children with SEND. This includes whole school and individual training on many areas of SEND. In school, we have a highly skilled and well qualified body of teaching assistants. We are a fully inclusive school and always seek to identify areas that we can improve still further.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs for your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, if needed to meet your child's learning needs.

How will we measure the progress your child is making in school?

- Your child's progress is continually monitored by his/her class teacher and moderated regularly within teams to ensure correct judgments are made.
- Children are assessed against the National Curriculum year group criteria for their own age group. Occasionally, it may be necessary to assess a child against the criteria from a lower year group if they are not yet attaining to the standards of their own group.
- Interventions are reviewed at the end of an agreed timescale based on the program.
- His/her progress is reviewed formally in school in our Pupil Progress meetings each term.
- Each child on the SEND register will have a termly Person Centered Review meeting, at which parents and the children themselves are invited to attend. Strengths are identified and short and long term outcomes set.

- The progress of children with an EHCP/S.T.A.R funding is formally reviewed at an annual review for all adults involved with the child's education but targets are reviewed continually and adapted as necessary.

What support do we have for you as a parent of a child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDco is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If a high level of support is needed for a particular family, the SENDco will lead an EHA (early help assessment) for that family in which a comprehensive support package is put in place with the involvement of several agencies.

How is the school accessible to children with SEND?

- The building is accessible to children with a physical disability
- We ensure that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

How will we support your child when they are leaving this school or moving on to another class?

We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the other school SENDco and ensure he/she knows about any special arrangements or support that needs to be made for your child
- We will make sure that all records about your child are passed on
- Additional transfer visits may be arranged in some circumstances

- On transfer to Corbridge Middle School a program for vulnerable children (The Change Detectives) is in place. This allows these children additional, small group transfer time in order for them to build up their confidence and create relationships with Middle School staff.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All targets will be shared with the new teacher.
- All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
- Individual transition arrangements can be made for children who need a personalised approach.

What do I do if I am unhappy about the provision my child receives?

If you have any concerns please let us know. We want to work with you in the best interests of your child. If after discussion, you still feel unhappy, you can make an official complaint about the support being given. The complaints policy can be accessed from the school website or information can be collected from school.

For further information refer to the following school policies:

SEND Policy

Equalities Policy

Accessibility Policy

Admissions Policy

Complaints Policy

[Northumberland County Council SEND LOCAL OFFER](#)

A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST

To be reviewed – September 2019