



Ponteland Community Primary School

School SEND Information Report

Pupils supported at Ponteland Community Primary School ‘make good and often outstanding progress. This is because the school tracks their progress extremely carefully and makes sure that they are well supported in lessons.’ (Ofsted December 2013)

SCHOOL NAME:	Ponteland Community Primary School	
TYPE OF SCHOOL:	Primary	
ACCESSIBILITY:	Wheelchair Accessible	Reasonable adjustments have been made. Mostly full wheelchair access; three out of six entrances are suitable for wheelchair access with sloping paths. Alternative arrangements for music tuition and the mobile classrooms can be made as these rooms are only accessible via steps.
		
	Auditory/ Visual Enhancements:	Interactive White Boards – colour change, easy display signage
	Other Adaptations	Disabled Toilet
CORE OFFER:	<p>At Ponteland Community Primary School we are able to offer: information, transparency, assessment, participation and feedback about your child’s special educational needs and disabilities (SEND)</p> <p>School offers SEND support at different levels. Lower level support for those children experiencing specific difficulties such as reading, Maths, mentoring support. We refer to those pupils in school as MISS (Managed in School Support).</p> <p>Children with high level needs will access a higher level of support and the school may request support from outside agencies. They may have an EHCP (Education Health and Care Plan) or an EHA (Early Help Assessment).</p> <p>The EHA allows all agencies involved in the care of the child to meet and devise an action plan to support the child’s education, health or social care.</p> <p>Some pupils with SEND will require statutory assessment (Education, Health and Care Plan). The appropriate professionals including the local authority will work parents, carers, children and teaching staff to ascertain the required level of support and intervention needed for each pupil. Following clearly defined criteria for deciding when this is appropriate, the local authority will reach a decision about whether or not it is necessary to issue a statement (Education, Health and Care Plan) for the pupil’s special educational needs or the alternative.</p>	

<p>IDENTIFICATION:</p>	<p>Any concerns regarding a pupil in school can be raised by parents, members of staff or through the data tracking progress. At this point initial in school interventions may be used or the child may be referred to an outside agency. The child's parents will be invited to discuss the issues and at this point an Action Plan or an EHA may be set up.</p> <p>After supporting the child either in school or with outside agency support the progress of the child will be reviewed and the next steps will be planned.</p> <p>The Thrive Approach is also used throughout school to support children who are experiencing social and emotional difficulties and one to one interventions and support is offered with one of the school's licenced Thrive practitioners. This is following parental consultation and consent.</p> <p>If it is appropriate to ask for an Initial assessment for an Education Health Care Plan this will be completed by the school with advice from other agencies and professionals involved in the child's on-going support. Parents will be involved in every stage of this process.</p>
<p>RANGE OF PROVISION:</p>	<p style="text-align: center;"><u>Areas of strength</u></p> <p>Headteacher –Specialist Designated Person Child Protection Officer</p> <p>Deputy Headteacher - Designated Person Child Protection Officer, CAF trained, and SENDCO liaison</p> <p>SENDCO – 14 years of experience as SENDCO. Mental Health First Aider.</p> <p>Highly Qualified Teaching Staff - able to support children with SEND.</p> <p>Trustees – Link trustee with the SENDCO, Safeguarding team, Literacy and Numeracy Curriculum.</p> <p>Teaching Assistants : 1 Higher Level; 4 Level 3;</p> <p>SEND Categories and interventions available:</p> <p>Communication and Interaction –</p> <p>(including Speech Language and Communication Needs SLCN and Autistic Spectrum Disorder ASD)</p> <ul style="list-style-type: none"> • 1-1 and small group support in lessons • Speech and Language Service • Social Skills • Alternative curriculum • ASD provision • Literacy Interventions – NARA, PhaB testing, Young's spelling, Reading interventions, buddy reading <p>Cognition and Learning –</p>

(including Moderate Learning Difficulties MLD, Severe Learning Difficulties SLD, Profound and Multiple Learning Difficulties PMLD and Specific Learning Difficulties SpLD)

- Education Psychologist
- CYPs referrals and support
- Alternative Curriculum
- Self-Learn
- Mathematics
- Read/Write Inc.

Social, Mental and Emotional Health*–

- CYPs referrals and support
- Alternative curriculum
- Behaviour support
- EWO
- Inclusion Support Service
- Mentoring
- Social Skills
- Pastoral Support
- Home/school liaison
- 2 Licensed Thrive practitioners and a Thrive school



Sensory and/or Physical Needs –

(Including Visual Impairment VI, Hearing Impairment HI, Multi-sensory impairment MSI and Physical Disability (PD))

- Support for Dyspraxia
- Work with Occupational Therapists
- Meetings with medical professionals as required
- OT resources (wobble cushion etc.)
- Speed-up handwriting
- Hearing impaired services
- Visual impaired services

Ponteland Community Primary School provides specialist facilities and equipment to support SEND children including specialist resources, a meeting

	<p>room, occupational therapy equipment, disabled toilet and four external intervention rooms or Pods.</p> <p>Input from therapists, advisory teachers and other specialist support services; Educational psychologists; behaviour support teachers; ASD teacher; Literacy, Speech Language and Communication services and the Education Welfare Officer.</p> <p>Occupational Health</p> <p>Hearing Impaired Support Service</p> <p>School Health</p> <p>Interpreters</p> <p>Primary Mental Health Service</p> <p>Children and Young People’s Service (CYPS)</p> <p>Ponteland Community Primary School also provides clubs and activities before and after school and during lunchtime for our most vulnerable pupils.</p> <p>The Boardroom is available at break and lunchtimes for those pupils who struggle in independent/unstructured/social time.</p>
<p>INCLUSION:</p>	<p>Inclusion is embedded in ethos, policies, staff handbook, website, annual questionnaires, through Parents Forum, and the Student Voice.</p> <p>All SEND pupils have the opportunity to attend residential trips and day trips with teaching assistant support where appropriate.</p> <p>The curriculum provision is adapted for SEND pupils when necessary.</p> <p>More information can be found in the Inclusion Policy on our website: http://ponteland.academy/wp-content/uploads/2018/10/Inclusion_SEN-Policy.pdf</p> <p>The proportion of SEND children at Ponteland Community Primary School is 13%; the proportion of children who need additional support is 20%.</p>
<p>ASSESS AND REVIEW:</p>	<p>At Ponteland Community Primary School we feel that it is vitally important for children with SEND to be identified as early as possible and that an awareness of their possible difficulties is clearly communicated to all the professionals involved with their development and education.</p> <p>At Ponteland Community Primary School the following strategies are used to identify pupils with SEND:</p> <ul style="list-style-type: none"> • Assessment including screening and diagnostic testing when necessary • Observations by class teacher, teaching assistants and SENDCO of the child’s academic, social and personal development • Communication with parents • When appropriate, information from external agencies <p>Regular meetings, phone calls and discussions are held to review the progress of our SEND pupils and assess the impact of interventions and support. Changes are made as and when they are appropriate to ensure the pupil’s needs are met.</p>

PARENT SUPPORT INVOLVEMENT/ LIAISON:	<p>We encourage the involvement of parents through regular contact and promote an 'open door' policy. Regular contact can be made in a number of different ways to meet the individual needs of each child and their family. For example: e-mail contact, face to face dialogue, weekly reports, half termly reviews, home/school diaries, keeping in touch and SEND meetings, through the Common Assessment Framework or Early Help Assessments, sharing pupil tracking data, intervention sheets, action plans and pupil reports. There are opportunities to attend Parents' Forum meetings which are held termly.</p> <p>Ponteland Community Primary School prepares SEND children to enjoy their next stage of education through close liaison, preparation and dialogue with their next school which is primarily Ponteland High School. There is strong transition liaison with all schools, the opportunity for pioneer visits, additional activities for vulnerable pupils, attendance of review meetings by the High School SENDCO and other relevant members of staff where appropriate, and there is supportive induction for pupils and parents.</p>
PUPIL VOICE:	<p>The pupil voice is central to everything we do in school. All children on the SEND register contribute to their student profile showing their opinions on various aspects of school life including their strengths and areas of development.</p> <p>There are regular conversations between staff and pupils to build positive relationships.</p> <p>Pupils participate in meetings with their parents and professionals and their views are collected as part of the review process by a trusted member of staff.</p>
TRAINING:	<p>All staff receive regular training on SEND needs of pupils.</p> <p>Most recently:</p> <p>Staff have had Positive Handling training in school.</p> <p>Members of staff have been trained as Mental Health First Aiders.</p> <p>All staff have received training on Attachment disorder.</p> <p>The Thrive Practitioners have regular re-fresher training.</p> <p>Training is an on-going process and is often informed by the needs of the children currently in our care.</p>
OTHER INFORMATION:	<p>All parents are welcome to look around the school, meet the Headteacher and staff, and see the school in action. The SENDCO and Deputy Head teacher are available to discuss the individual needs of all children.</p> <p>The trustees are kept up to date with all training and input from the external agencies that support our school.</p> <p>We regularly evaluate our SEND provision both internally via staff meetings, discussion with children and externally via parental questionnaire and feedback from professionals.</p>

	<p>Any complaints about the SEND provision in school will be dealt with within the bounds of the school's Complaints Policy which can be found on the school website:</p> <p>Please see the school Admissions Policy for information regarding arrangements for pupils with SEND on the website:</p> <p>Other useful websites include:</p> <p>Northumberland SEND Service</p> <p>Northumberland Local Offer</p> <p>Northumberland Children and Young Peoples Service (CYPS)</p>
COMPLETED BY:	<p>Headteacher - Caroline Pryer</p> <p>Deputy Headteacher - Joanne Cafferty</p> <p>SENDSCO - Elizabeth Blackburn</p>
DATE COMPLETED:	Reviewed September 2020
REVIEW DUE:	September 2021

Contact Information	<p>Elizabeth Blackburn- SENDSCO</p> <p>Joanne Cafferty – Deputy Head</p> <p>01661 824853</p>
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Medical Needs	<p>Medical needs are not usually categorised as SEND.</p> <p>The Medical Needs Policy can be found on the school website</p> <p>http://ponteland.academy/wp-content/uploads/2018/10/Supporting-Pupils-with-Medical-Conditions.pdf</p>
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