




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:	<p>Mainstream primary school for students from the age of 2-11.</p> <p>Our dedicated staff work hard to ensure that each and every child acquires a thorough knowledge of basic skills which enable all of our children to become lifelong learners who are well equipped for their future.</p> <p>The school caters for students with additional support at school of the child has an identified Special Educational need or Disability (SEND). The term SEND describes the needs of children who have a difficulty or disability which makes learning harder for them than for other children of the same age.</p>	
ACCESSIBILITY:	<p>Wheelchair Accessible</p> 	<p>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.</p>
	Auditory/ Visual Enhancements:	Interactive White Boards – colour change, easy display signage
	Other Adaptations	Disabled Toilet

<p>CORE OFFER:</p>	<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>All pupils follow a broad and balanced curriculum that is appropriate to their age and stage of development which is personalised to take into account their needs and abilities.</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>

RANGE OF PROVISION:

Areas of strength

Headteacher –Specialist Designated Person Child Protection Officer

Deputy Headteacher - Designated Person Child Protection Officer, CAF trained, and SENDCO liaison

SENDCO – 16 years of experience as SENDCO. Mental Health First Aider.

Highly Qualified Teaching Staff - able to support children with SEND.

Trustees – Link trustee with the SENDCO, Safeguarding team, Literacy and Numeracy Curriculum.

Teaching Assistants : 1 Higher Level; 5 Level 3; 1 Apprentice.

SEND Categories and interventions available:

Communication and Interaction –

(including Speech Language and Communication Needs SLCN and Autistic Spectrum Disorder ASD)

- 1-1 and small group support in lessons
- Speech and Language Service
- Social Skills
- ASD provision
- Literacy Interventions – NARA, PhaB testing, Young's spelling, Reading interventions, buddy reading

Cognition and Learning –

(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
- Self-Learn
- Reading Plus
- SPAG.com
- MyMaths

Social and Emotional Mental Health –

- School Nurse
- Primary mental health team
- CYPS referrals and support
- Behaviour support
- EWO
- Inclusion Support Service
- Mentoring
- Social Skills intervention
- Pastoral Support
- Home/school liaison
- 1 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 room, occupational therapy equipment, disabled toilet and four external intervention rooms or Pods.

<p>PARENT SUPPORT INVOLVEMENT/ LIAISON:</p>	<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>
<p>PUPIL VOICE:</p>	<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>
<p>TRAINING:</p>	<p>All staff receive regular training on SEND needs of pupils.</p> <p>Most recently:</p> <p>NELI training in EYFS</p> <p>Language and Communication Training</p> <p>Hearing Impaired training</p> <p>Phonics training for all staff</p> <p>Members of staff have been trained as Mental Health First Aiders.</p> <p>The Thrive Practitioner has 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>
<p>OTHER INFORMATION:</p>	<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 Autumn 2021
REVIEW DUE:	Autumn 2022

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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