

**Kielder Primary School SEND Information Report**

At Kielder Primary School, we believe that every child deserves an equal opportunity to achieve their best.

**Compliance**

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

* Equality Act
* Children and Families Act
* Special Educational Needs and Disability Regulations
* SEND Code of Practice 0-25
* Statutory Guidance on Supporting Pupils At School with Medical Conditions
* Safeguarding Policy
* Accessibility Plan
* Teachers Standards

**The kinds of SEND that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
* Moderate learning difficulties

**Identifying pupils with SEND and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support and will therefore be added to the SEND register

**Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* Their previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The individual’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to. All children will have the opportunity to visit their new school as many times as needed. Meetings and discussions will be arranged with relevant staff, children and parents in order that the child’s transition is as smooth as possible.

**Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

* Read, Write, Inc.
* Talk Boost
* Behaviour strategies
* One to one or small group support within the lesson or occasionally in addition to the lesson
* Any other interventions that are relevant to the needs of the child

**Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**Additional support for learning**

If we are not able to provide children with the support they require, we work with the following agencies:

* Psychological Services
* Communication Services - Speech, Language and Communication, Literacy & EAL
* Behaviour Support Service
* Autism Support Service

to ensure children are happy and reach their potential.

**Expertise and training of staff**

Our SENDCO is Lee Ferris, Headteacher.

We have 2 teaching assistants who are trained to deliver, Read, Write Inc., Talk Boost and Early Talk Boost, behavior management strategies and strategies to improve the outcomes for children with autism.

**Securing equipment and facilities**

Where children require specialist equipment, expertise is sought from Occupational Therapists, Physiotherapists and the Local Authority

**Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEND by:

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after 4 - 6 weeks
* Using pupil questionnaires
* Monitoring by the SENDCO
* Holding annual reviews for pupils with statements of SEND or EHC plans

**Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND**

* All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
* All pupils are encouraged to go on our trips and visits
* All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
* No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**Support for improving emotional and social development**

* We have a zero tolerance approach to bullying.
* Children are encouraged to speak to an adult they feel comfortable with.
* Staff greet the children in the morning, where there is an opportunity for parents/carers to mention any issues that might affect the child that day.
* Our large ratio of adults to children ensures staff know individual pupils well. Therefore staff can often notice if a child is not ‘themself’.
* We subscribe to Endeavour and Encompass initiatives.

**Complaints about SEND provision**

Complaints about SEND provision in our school should be made to Lee Ferris in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**For a list of services available to parents of pupils with SEND see:**

[**https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/SEND\_2018\_interactive.pdf**](https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/SEND_2018_interactive.pdf)

**Contact details for raising concerns**

If you have any concerns, please raise them with Lee Ferris

**Local offer**

Our contribution to the local offer is:

<https://kielderfirstschool.etinu.net/kielderfirstschool/documents/008097.pdf>

Our local authority’s local offer is published here:

<https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

**Monitoring arrangements**

This policy and information report will be reviewed by Lee Ferris every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

**Links with other policies and documents**

This policy links to our policies on:

* Accessibility plan
* Positive Behaviour
* Equality information and objectives
* Supporting pupils with medical conditions

Reviewed October 2023