SEND Information for Pegswood Primary School

Pegswood Primary School, Longhirst Road, Pegswood, Morpeth, Northumberland, NE61 6XG
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Headteacher: Mr A Waterfield
Deputy Headteacher: Mrs E Miller

Pegswood Primary School's Vision for children and young people with Special Educational Needs and Disabilty (SEND)

We want all our children including those with Special Educational Needs or Disability (SEND) to enjoy school, to be enthusiastic and to work hard, in order to achieve their full potential. Therefore we give all our children the widest and best educational opportunities possible, by striving to provide inspirational, challenging and creative learning opportunities.

We endeavour to ensure that all pupils, regardless of their specific needs, make the best possible progress in our school.

<table>
<tr><td>TYPE OF SCHOOL:</td><td colspan="4">Primary School (3 to 11 years)</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td rowspan="3">ACCESSIBILITY:</td><td>Wheelchair access</td><td colspan="3">Pegswood Primary school has ramps to its Nursery and KS1 parts of the school. KS2 are less accessible due to steps up into building. Temporary ramps are put into place when the need arises.</td></tr>
<tr><td>Visual enhancements</td><td colspan="3">Railings have been painted bright colours to aid visual accessibility.</td></tr>
<tr><td>Safety</td><td colspan="3">Doors have had high locks added to them in the EYFS/KS1 section of the building to ensure the building is secure.</td></tr>
<tr><td>CORE OFFER:</td><td colspan="4">Are you currently able to deliver your core offer consistently over all areas of your school? Yes
We are an inclusive Mainstream school.
We offer good 'quality first' teaching.
Timely, relevant and successful interventions are implemented when teachers and parents agree additional support is required. This is closely monitored by the SENDCO.
We work closely with all our families. We use Early Help Assessments (EHAs) to support children and families with SEND or that are experiencing difficulties in an area of their lives.</td></tr>
<tr><td rowspan="5">POLICIES:</td><td rowspan="4">Are the school policies available on the website for:</td><td>SEN</td><td colspan="2">Yes</td></tr>
<tr><td>SAFEGUARDING</td><td colspan="2">Yes</td></tr>
<tr><td>BEHAVIOUR</td><td colspan="2">Yes</td></tr>
<tr><td>EQUALITY & DIVERSITY</td><td colspan="2">Yes</td></tr>
<tr><td colspan="2">Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</td><td colspan="2">Yes</td></tr>
<tr><td rowspan="2">RANGE OF PROVISION:</td><td colspan="4">Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</td></tr>
<tr><td colspan="4">Areas of strength
Experienced, qualified staffing in a range of areas.
We have TAs with training and experience in delivering support for :
• Read Write Inc
• Rainbows
• Paediatric First Aid for all staff
• Letters and sounds (sounds great)
• We have 1 ECAT lead professional
• 2 HLTAs and 2Teachers trained to deliver Talk Boost and Early Talk Boost
• 2 TA trained in delivering Nurture group/Social skills support
• 1 TA with extensive experience in delivering speech and language support
• 1 teacher trained in MAPPA
• All staff have had downs syndrome awareness training
• All staff have had basic Makaton training
• EYFS have had additional Makaton training</td></tr>
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	• All staff have had initial ASD training delivered by LIST • All staff have received training on self-determination and mindfulness • SPARK curriculum used in KS2 for emotional needs
	Specialist Facilities/Equipment to support SEND: Nurture room and resources Slopping boards PE & Sports TA who successfully delivers fine and gross movement programmes from OT's etc. Disabled toilet and shower facilities
	Input from Therapists/Advisory Teachers/other specialist support services Pegswood Primary School work closely with all outside agencies including: • Children's services and CST • Northumberland SEND support, who provide support in the following areas: literacy, communication and language, behaviour, social and emotional, social communication/ASD) • SALT (Speech and Language Team) • Health Visitors • Action for children providing support with parent support workers, workshops, advice etc • CYPS (Children's and young peoples services) • GPs (who can also access OT's and Physio's) • Portage • PRU (pupil referral unit) • EOTAS (Education other than school, Educational Welfare and attendance) We also have close links with special schools particularly 'The Dales School' in Blyth who are currently providing outreach support.
	Breakfast and After School support Pegswood Primary school has a breakfast club and after school club. It can be accessed by all children including those with SEND.
INCLUSION:	**How do you promote inclusion within the school? Including day and residential trips?** • All children have access to good 'Quality First' teaching, where all teachers and TAs have the highest possible expectations for all children in their class. • Each lesson and activity is differentiated to ensure all children are included in all lessons. This means teaching is based on building on what individual children already know, can do and can understand. • All children access differentiated activities and learning opportunities across the curriculum. In some cases adaptions will be made like putting into place different ways of teaching so that all children are is fully involved in the learning in their class. This may involve things like using a more practical approach to learning or providing different resources adapted for the child's needs • If good quality first teaching, with clear differentiation, is not meeting the needs of individual children then intervention plans are written. Intervention plans clearly identify what individual children's needs are and smart objectives relating to these needs are set out. • Intervention plans incorporate putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. • All children have access to all activities and all trips, adaptations may be made with certain activities and lessons where appropriate. If safety is an issue then risk assessments are written and implemented.
	What proportion of children currently at the school have an SEND? Approx 15%
PARENT SUPPORT INVOLVEMENT/ LIAISON:	**How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?** • Open door policy – good regular communication with parents. Parents can contact the school, their child's teacher, SENDCo or the Headteacher whenever they have a concern or something they need to share • Home visits prior to all children joining the nursery, to share any concerns parents may have and ensure we have the correct provision and support in place

	• Nursery open afternoons, where parents and carers can visit the Nursery with their children. • Open Days for Nursery parents and carers to visit their child's class, talk to their child's teacher and view their child's work • Taster Day for all children moving into the next year group. • Parents Evenings (two formal meetings each year) • Intervention plans for children are shared with parents at relevant times. Parents/carers sign and comment on this support. Parents are invited to share the review of these interventions. • Formal written end of year report • EYFS have shared learning journals and use Tapestry (the online learning journal) which enables us to share learning that takes place in school and at home • Homework and Reading Diaries are used to keep dialogue going between school and home. • KS2 classes use Class Dojo to keep dialogue between school and home • Texting Service to alert parents. • Regular Early Help Assessment (EHA) meetings for those families with EHA • SEND review meetings at least termly. • Agency meetings where appropriate. • Regular newsletters that inform parents about all events and activities that the children are involved in. • The school's website is a good source of information and has relevant information parents may need. There is an SEND section on the website that has SEND information.
	How will school prepare children with SEND to join their next setting/college/stage of education or life? • Nursery staff carry out home visits prior to children joining the Nursery so parents can share concern and provision can be put into place to meet individual needs before they start our Nursery. • Transition visits of all Nursery children to the Reception class during the Summer Term • Opportunities for children with SEND to spend time with their new Teacher and other staff who will be working with them the term before they move classes. • Opportunities to make a 'My New Class' (photo book) that identifies who the key people are, where they will be working and key routines. • We have carefully planned and structured transition programmes between us and our feeder secondary school. This will include visits in Year 6. A sharing meeting where staff chat about the needs of individual children. Children create an all about them book to share with secondary school staff. • The SENDCO from our feeder secondary school will have meetings with our school SENDCO during the Summer Term
OTHER INFORMATION:	**What else do you think parents carers would like to know about your school?** If a parent is concerned about their child accessing the school, how they (are going to) access the curriculum, their behaviour, their mobility or the progress they are making then make contact with the child's teacher or the SENDCO (Mrs Miller) as soon as possible. We currently use the following intervention programmes at Pegswood Primary School: All classes have a visual timetable. Small group/1 to 1 intervention with a teaching assistant, following targets on intervention plans for both Literacy and Numeracy. Nurture group session (In most Year Groups). Rainbows groups for individuals and groups of children who have experienced significant loss. Read Write Inc. Speech and language groups following plans from Speech and Language therapists. PE TA delivering fine and gross motor skills activities identified from occupational therapists/physiotherapists. Use of basic Makaton in EYFS. KS1 Activate – routines to get children ready for learning.
COMPLETED BY:	Emma Miller SENDCO

(Name and position)	Dorothy Grange – SEND Governor
DATE COMPLETED:	November 2019
REVIEW DUE:	November 2020