



Learning and friendship go hand in hand

SEND Information report 2018 – 2019

SCHOOL NAME	Ringway Primary	
TYPE OF SCHOOL	Mainstream Primary 4- 11 Reception to Year 6 Private Pre School / Nursery on site	
NAME OF SENDco CONTACT DETAILS	Mrs Kaye Smith	
NORTHUMBERLAND LOCAL AUTHORITY OFFER		
ADMISSION ARRANGEMENTS	<p>We are a fully inclusive school, where children with Special Needs and Disabilities are very welcome.</p> <p>Following assessment and discussions with parents or carers, we will review any special requirements or building adaptations.</p> <p>We will then liaise with the Local Authority if necessary</p>	
ACCESSIBILITY	Wheel chair accessible	Main school EYFS building fully accessible
	One story building	
	Link to accessibility plan	
	Auditory / Visual enhancements	No
	Other adaptations	Disabled toilet in EY classroom. Shower in Nursery classroom
<p>CORE OFFER</p> <p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>YES</p>	<p>All teachers and teaching assistants within school have relevant experience and expertise to identify children who may require additional support.</p> <p>All pupils, including SEND receive quality first teaching.</p> <p>Staff work closely with parents to identify children`s individual needs and then provide interventions and / or SEND support a quickly as possible. This is reviewed regularly with children, parents and staff.</p> <p>A wide range of teaching strategies are employed at Ringway to ensure that all children make at least good progress from their individual starting points. These include:</p> <p>Pupils reviewing their work and progress throughout the lessons so that feedback is timely focused and acted upon in a way that supports at least good progress.</p> <p>Systematic phonics is taught from Reception to Year 2 using Read Write Inc. and Spelladrome. Further phonic interventions will be provided beyond Year 2 for any child who is not yet secure.</p> <p>Maths teaching follows a comprehensive Calculation policy, Mathletics, White Rose and Breaking Barriers and Third Space Learning.</p> <p>Visual aids are displayed in every classroom to support literacy, maths, British values citizenship and other curriculum areas. Individual resources are available for children as appropriate.</p> <p>Teaching assistants are used in every class to support the learning of individuals or different</p>	

	<p>groups of children.</p> <p>We provide individual feedback to children on how to improve their work and provide opportunities for them to put self-correct or annotate their work.</p> <p>We have a nurturing ethos which ensures all children feel safe and secure.</p> <p>Monitoring and review of attendance with parents what ensure good attendance of all pupil.</p> <p>Liaison with and access to outside provisions are good.</p>		
POLICIES	Are the school policies available on the website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010		Yes
RANGE OF PROVISION	<p>Areas of strength</p> <p>Our emphasis is to identify individual children's needs quickly and have conversations with families as soon as possible to provide early intervention support. Initially, this support is provided by school staff with the relevant training and expertise. Further specialist advice is requested when necessary.</p> <p>Proven effective relationships with a wide range of support services which includes Educational Psychologist, speech, language and communication and behaviour support teams.</p> <p>Regular planned meetings between staff and stakeholders support pupil progress and outcomes.</p>		
EVALUATION EFFECTIVENESS OF PROVISION	<p>As we are a small school, where most staff know each child well the effectiveness of interventions can also be measured through;</p> <ul style="list-style-type: none"> ● discussions with staff and pupils, ● observations of behaviour and attitudes to school work ● evidence of pupil progress in books <p>Children are regularly assessed and their progress is tracked not only against interventions but also as part of the whole class</p> <p>If after a review of a specific intervention, it is felt to be ineffective the intervention will be stopped. The SENDCo in conjunction with class teachers and the head teacher will then consider other interventions to focus on the identified needs of a pupil or a group of pupils.</p> <p>Daily breakfast club runs 8:00 – 8:45</p> <p>After school clubs are available – school run clubs can vary from term to term. We also offer child care provision on Monday – Friday 3:30 – 5:30</p>		
HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD	<p>Your child's progress is continually monitored by his/her class teacher.</p> <p>His/her progress is reviewed formally to inform our assessment tracking.</p> <p>At the end of each key stage (i.e. the end of Year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SAT's). The government requires all schools to do this and the results are published nationally.</p> <p>Progress in interventions will be reviewed every term.</p> <p>The progress of children with an EHCP is formally reviewed at an Annual Review meeting where the family and all professionals involved with the child's education will be invited to</p>		

	<p>attend.</p> <p><u>Specialist Facilities/Equipment to support SEND</u></p> <ul style="list-style-type: none"> • We have an accessible disabled toilet in the Early Years classroom • Space can always be found within school for meetings with parents and professionals. • Hearing tests and visits by school health advisors to carry out health and weight checks can always be accommodated. • Specific resources and strategies will be used to support your child either individually or in groups. • Planning and teaching will be adapted daily if needed to meet your child’s needs. <p>We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.</p>
	<p><u>Input from Therapists/Advisory Teachers/other specialist support services</u></p> <p>To access support from specialist services, school make referrals to the Central Hub. Hub panel meetings are held every fortnight. Referrals are discussed by a panel of professionals and a decision is made as to which support service will pick each referral up. School and parents are then informed, and arrangements are then made as to how to proceed.</p> <p>At Ringway we have built up a very good relationship with our colleagues within SEND Support Services.</p> <p>SEND Support Services offer specialist advice and support for schools, pupils and their families. Specialists include; inclusion support workers, behaviour support workers, educational psychologists, education welfare officers, and specialist teachers for autistic spectrum disorder and provide access to occupational therapists. They offer a first point of contact for schools for a wide range of issues. Once a referral is received from school, they usually begin their involvement by meeting with and listening to the child and their family.</p> <p>Health support services available include; access to speech and language therapists (SALT), school health advisors, occupational therapists, health visitors and the children’s and young people’s service (CYPS). Speech and language therapists visit school each term to carry out assessments, provide individual speech and language plans, provide resources and review each student’s progress. Parents can meet with the therapist involved with their child to discuss progress, next steps and what they can do to support their child at home.</p> <p>Children’s services provide support for social welfare including access to social workers and family support workers. Social workers are often invited into school to attend Team Around the Family meetings alongside other professionals so that the relevant support can be directed where it is needed.</p>
<p><u>INCLUSION</u></p>	<p>All children have inclusive access to all activities and educational visits.</p> <p>Lessons are as inclusive as possible with adjustments made on a needs basis.</p> <p>Teachers are responsible for the learning and progress for all children in their class, regardless of need.</p> <p>Children are only withdrawn from the whole class activities when it is in their best interest to do so.</p>

	All of our children are used to working in a variety of differentiated groups, depending on subject and need.
	What proportion of children are currently at the school have SEND? 23/173=13%
<u>PARENT SUPPORT /INVOLVEMENT/LIAISON</u>	<p>Meetings are arranged with parents and outside agencies involved i.e. portage workers. These are held before the child is admitted and if they have attended a different school the school will be contacted to ensure smooth transition.</p> <p>Regular opportunities to join pupils in school through curriculum days etc.</p> <p>Welcome meetings from nursery to reception; we hold families and inductions sessions for their children.</p> <p>Children and families who join us through the curriculum year meet with the Head Teacher to facilitate transition.</p> <p>If parents raise concerns or have a query we aim to respond very quickly. We either contact the family via a telephone conversation or by setting up a meeting to listen to parent's views. From this point we work closely with the family to discuss and work towards a resolution. If you have concerns about your child's progress you should speak to your child's class teacher initially.</p> <p>If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCo) Mrs Deborah Smith who can be contacted on the school telephone number (01670) 813463. Alternatively you can send an email to: Deborah.smith@guidepostringway.northumberland.sch.uk. The school SEND Governor can also be contacted for support via school.</p> <p>Intervention Plans are individual, or group based, dependent upon need. Early Help Assessments (EHA's) are completed with appointed staff and parents. We place emphasis on working with parents in this way, as we feel that this fully involves parents in the journey of their child through school.</p> <p>Formal parents' evenings are held during the Autumn and Spring term. During the Summer term a written report is provided with the opportunity to meet with the class teacher if required. Homework planners and reading diaries support communication between home and school. Facebook, Website and Teacher to Parent text keep parent up to date with what is happening in school.</p> <p>Open door policy supports both formal and informal communications between ourselves and families.</p> <p>SEND reviews are held at least annually and in some cases multi agency meetings are half termly as required.</p> <p>Ringway Primary is an active participant in the Bedlington Hub which is a cluster partnership of schools and external agencies meeting regularly to discuss and allocate resources that support SEND in local schools.</p> <p>Medical care plans also support individual children and are constructed with parent's advice and visible sensitivity in key areas in school (classroom, staff room, head teachers office).</p> <p>Curriculum sheets sent out half termly, outlining the learning specific to that half term.</p>
<u>How will school prepare children with SEND to join their next setting/college/stage of education or life?</u>	<p>We have a strong and successful ongoing transition programme between EYFS and KS1.</p> <p>For those children who go to the local high school at the end of year 6, we work closely with the receiving school; they visit for lunch, full day visits etc.</p> <p>Additional visits are offered for those children who might find transition difficult.</p>

	<p>The local high school also invite children classed as having SEND to the high school prior to starting.</p> <p>We have close links with a transition youth worker who comes into school every Thursday afternoon to complete projects with the Y5/6 class. They regularly visit the high school with him.</p> <p>For chn in Y6 the SENDCO meets with the SENDCO of the receiving high school in the summer term to help with transition preparations.</p> <p>Should chn with SEND transfer schools in the middle of the year a transition report is sent to the receiving school.</p>
<p><u>INFORMATION:</u> <u>What else do you think parents / carers would like to know about your school?</u></p>	<p>We are a small, caring school with the community at its heart.</p> <p>We are well-supported by the parents and families of our pupils. Our community links are good.</p> <p>The staff is committed to providing the very best for our pupils and aim to widen pupils' experiences such as visiting partner schools, residential weeks as well as embracing our local area.</p> <p>(input given by governors and parents)</p> <p>Find Northumberland County Council's Local Offer here: https://northumberland.fsd.org.uk/kb5/northumberland/fsd/home.page</p>
<p>COMPLETED BY: (Name and position)</p>	<p>Hazel Scott – Head teacher Debbie Smith – SENDCO</p>
<p>DATE COMPLETED:</p>	<p>01.06.18</p>
<p>REVIEW DUE:</p>	<p>01.06.19</p>