Welcome to

Rothbury First School

Below is our SEND (Special Educational Needs and Disability) information pack. It provides you with information about how we support SEND children within our school. If you have any additional questions, please contact our school staff who will be happy to help!

Type of school	Nursery and First School (ages 3-9)
Staff responsible for SEND	Helen Duffield and Cheryl Auld (Headteachers) Laura Maylia (Special Educational Needs and Disability Coordinator) (SENDCo) Ruth Hamilton (SEND Governor) admin@rothburyfirst.northumberland.sch.uk 01669 620283
Accessibility Information	**Wheelchair -** The main school and dining room is accessible by wheelchair with a toilet in both buildings. **Auditory/Visual Enhancements -** We have hearing loop provision in the main office and work closely with our sensory support team to identify how best to support individual children and their needs.
Other related policy documents	The school has the following policies available from school or on the website:
• SEND • Safeguarding	• Equality and diversity • Ready to Learn
• Child Protection	• Supporting pupils with medical conditions • Inclusion

Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or Disability?

At first, the best person to talk to about any concerns or problems is the class teacher. They know your child best and are available in the mornings before school on the yard, and after school once the children have been collected. Staff are happy to speak to parents/carers at these times, however, if you would like an appointment, please contact the office who will organise a suitable time.

Class teachers are responsible for -

- Checking on the progress of your child and identifying, planning and delivering any additional help which your child may need. This could be things like targeted work or in class support.
- Letting the SENDCo know if they have any concerns or feel that your child requires additional support.
- Ensuring that the school's SEND policy is followed in their classroom and for all of the pupils they teach with any SEND.
- Keeping parents informed and involved so that they know how their child is being helped and can support them at home.

If you are still concerned, please speak to our school SENDCo (Mrs Maylia) who is responsible for -

- Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Co-ordinating referrals to appropriate outside agencies (for example to Speech and Language Therapy, Educational Psychology etc).
- Liaising with all other people who may be coming into school to help support your child's learning (for example, Speech and Language Therapy, Educational Psychology, Inclusion Team etc).

- Updating the school's SEND register termly and making sure there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The SENDCo will ensure that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how your child is doing

You may also wish to speak to the head teachers (Mrs Auld and Mrs Duffield) who are responsible for -

- The day to day management of all aspects of the school; this includes the support for children with SEND.
- Delegating responsibility to the SENDCo and class teachers whilst maintaining overall responsibility for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

What are the different types of support available for children with SEND at Rothbury First School?

In school, we have a graduated approach to supporting all children. This means that teachers regularly assess children to quickly identify any difficulties or barriers to their learning. Once a concern is raised, staff will respond by working through the following levels of support -

- Quality First Teaching -

The teacher will have the highest of expectations and aspirations for your child's behaviour and progress. Activities will build from what your child already knows, can do and can understand, enabling them to experience both the correct level of success and challenge. Teaching will also involve lots of different aspects to suit your child's individual learning style. This might involve more practical learning or repetition of activities to help your child remember what they have learnt. This might also include regular access to small group support with the teacher in class. Your child will be monitored closely to ensure that everything is being done within class to support their learning. The teacher will be aware of what your child has achieved and what their next steps should be.

- Specific Group Work (Interventions) -

If your child requires further support beyond Quality First Teaching, they may be given access to small group interventions targeting the specific difficulty your child is having. This can be delivered by a teacher or a teaching assistant. Your child's progress will be monitored throughout the intervention which tends to last for a full term, and at the end, the teacher will decide whether to continue, provide an alternative form of support, or that your child no longer needs further support.

- Additional Specialist Support from an Outside Agency -

If your child's need cannot be met from within the expertise of school staff, the SENCO and the teacher will seek additional support and advice from an appropriate external professional. Our school currently works with the following agencies -

- Educational Psychology
- ASD/Communication Services
- Speech and Language
- Behavioural Support
- Literacy Screening
- Maths Screening
- Children's Services (social workers and family support workers)
- Sensory Services for children with visual or hearing needs
- Health Visitors
- Inclusion team professionals
- Occupational Therapy

- Physiotherapy
- CYPS (Children and Young People's Services regarding mental health)
- School nurse

This means that your child's needs have been identified either by yourself, the teacher or the SENCO as needing support beyond that of Quality First Teaching and interventions. In this case, you will be asked to attend termly meetings with the class teacher, to discuss any concerns you may have, answer any questions, and to work together to form a support plan for your child. You may be asked to provide consent for school to refer your child into a specialist service, and complete a form detailing your views about your child's difficulties. This may help the staff and yourself understand your child's needs and possible ways to support them. The specialist will arrange to come into school to meet your child, the staff involved with your child and you, to gain a full picture of your child's situation. They may also complete assessments. The specialist will then create a report summarising their findings and providing recommendations based on what they observed. These recommendations will be adopted by school staff to ensure your child is receiving the best possible support system within school.

- Further Support -

If your child requires support beyond the £6,000 provided by the school's own budget, the SENCO or teacher may suggest that your child be put forward for either a STAR (Short Term Additional Resource) or a COSA (Consideration Of Statutory Assessment). These options will be explained to you and cannot be carried out without your input and consent. If successful, this will give your child access to additional funding and therefore, additional targeted support to help your child achieve their potential.

- Early Help Assessments -

Where two or more external agencies are involved with a child (but where no statement or social work involvement is in place) school and parents may have agreed to fill in an Early Help Assessment. This will involve regular meetings between yourself, external professionals and school staff to form an action plan agreeing the different supporting roles of each agency including school.

Who else in Rothbury First School supports children with special educational needs?

Currently in school we have -

- Two full time head teachers
- Four full or part time teachers
- Four full time or part time teaching assistants

Together we have a wealth of knowledge and experience supporting children with a wide variety of difficulties.

How are the staff supported in working with children with special educational needs?

Staff within school have access to a wide variety of training courses in special educational needs. If a need is identified within school, the SENCO can organise targeted training through close links with external professionals. This year, staff will been trained in -

- Dyslexia
- Developmental Language Disorder
- Selective Mutism
- Trauma

How will teaching be adapted for my child?

Teachers plan lessons carefully, with knowledge of the national curriculum and the ability of all the children in class. They will adapt their lessons and teaching style daily if necessary, to best suit the needs of the children, reflecting continuously on their practice and identifying what works best. The classroom can be adapted to suit the needs of the children, often incorporating quiet work-stations, additional resource areas and mixed ability groups to provide peer-support.

How does school support emotional and social development?

At Rothbury First School, we're proud of the nurturing environment that we provide for all children in our care. Staff take much pride in the positive relationships which they build with all children, not just the children they teach. Regular assemblies help children to explore aspects of their spiritual, moral and personal development as well as learning about diversity and other beliefs. They are also encouraged to think about our promises which centre around respect for others. The children also complete PSHE and RHE projects each year which focus on values such as valuing diversity, looking after mental health and well-being, and appreciating people who help us. Activities in each class help children to develop social skills as they mature. At Rothbury First School, the children learn about and understand our character values of kindness, empathy, self regulation, tolerance, resilience, determination, ambition, respect, honesty, courage, confidence, curiosity, critical thinking, collaboration, independence and community. All staff endeavour to use an approach to behaviour management which relies on positive reinforcement using our character values. Our ready to learn policy outlines this as well as clear sanctions which are put in place when required. We place a high emphasis on anti-bullying throughout the school year in school and as a result, bullying incidents are very low. Our school deals quickly and effectively with any reported incidents of bullying. Children know what to do if they are being bullied or see bullying taking place.

Will the school listen to my child's views?

We think it is extremely important to find out what our children think and feel about the way our school is run. Therefore, we have a strong emphasis on pupil voice. Each year group from reception to year four, elect two members for school council. These children perform in the role for the school year, and attend meetings with teachers to talk about how they would like to improve school. The councillors are responsible for collecting their class's views in their notebooks, to feedback in meetings. Teachers and governors also collect information through pupil voice in relation to particular subjects, safeguarding, pupil behaviour and well being as well as understanding British Values and Protected Characteristics.

How is my child's progress measured?

All children are formally assessed at three points throughout the year. This assessment focuses on their attainment and progress in reading, writing and maths. Read Write Inc assessments take place every 6 weeks until your child has completed the programme. The information gathered is shared with the headteachers and yourself at termly parent's evenings in the Autumn and Spring Term with a formal report in the Summer Term. You will be informed

about their progress, their targets and how you can support them at home. Teachers assess children continuously to ensure any gaps in their learning are picked up as quickly as possible.

How does school close the gaps in my child's learning?

Some children will remain on the special educational needs register throughout their time at our school because the nature of their need(s) means they require additional or different support from the majority of their peers for an extended period of time. However, many children make such good progress they no longer need additional support.
Each child has access to the graduated approach (detailed above) if and when they need it.

What support is available for parents/carers of children with special educational needs?

Your child's teacher is more than happy to discuss any issues or concerns you may have either informally at the beginning or end of a school day, or in a meeting. If you would like to organise a meeting, please contact Mrs Husted in the school office who will arrange a suitable time. The SENDCo is also available to talk to you about your child.
School may also be able to direct you to additional support groups/forums who can provide more personalised and experienced family support if that is something you feel you would like.

How will school support my child through transition to a new class or a new school?

We recognise and appreciate how difficult times of change can be for certain children, especially those with special educational needs. Therefore, we take steps to ensure transition is as smooth and worry-free as possible.
For children moving school -

- We will contact the SENDCo of their new school to ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Wherever possible, we encourage children to visit their new school as much as possible. For children with specific concerns, it may be that extra visits can be arranged to reduce and minimise worries and to ensure that they are as prepared as possible for the changes to come.

For children moving classes -

- Information about your child and their needs will be passed on to the new class teacher in advance and a planning meeting will take place.
- All children have the opportunity to spend time with their new class teacher for September at the end of the summer term.
- In school , teachers make a conscious effort to begin getting to know the children in their new class very early on in the year during playtimes and whole school projects. This minimises the idea of a new teacher being unknown.

What should I do if I feel my child is not receiving the support they need?

Your child is extremely important to us! We will always strive to do our very best to make sure they have the opportunity to reach their potential and achieve everything they can. However, if you would like to raise a concern -

- Speak first to the class teacher.
- If concerns persist the next point of contact would be the SENDCo (Mrs Maylia).
- Further discussion can be arranged to include the Headteachers (Mrs Duffield or Mrs Auld) if necessary.
- The named governor for SEND is Ruth Hamilton and she can be contacted via the school on 01669 620283 or by email to - admin@rothburyfirst.northumberland.sch.uk

Where can I find more information?

- The Northumberland Local Offer is available from: https://www.northumberlandsend.co.uk/your-send-local-offer
- Iass - Northumberland Information, Advice and Support Service. **01670 623555 / 01670 620350** iass@northumberland.gov.uk

The support the service can offer includes:

- ❖ Providing a listening ear and practical advice and support with understanding the SEND 'system'.
- ❖ Information on a range of SEND topics.
- ❖ Support with preparing for meetings.
- ❖ Help with exploring the options for a child/young person's SEND provision.
- ❖ Signposting to other services and groups, including parents group, youth forums and national helplines.
- ❖ Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.
- ❖ Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.