

ROTHBURY FIRST SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY REPORT

SCHOOL NAME:	Rothbury First School	
TYPE OF SCHOOL:	Mainstream	First School with Nursery to Year 4 provision (3 – 9 years)
ACCESSIBILITY:	Wheelchair accessibility	Partial: Flat access to main school building with wheelchair accessible toilet in the Nursery classroom. Ramp access to Dining Hall with wheelchair accessible toilet.
	Auditory/Visual enhancements	Hearing loop provision in the main school office.
	Other adaptations	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>At Rothbury First School we aim to ensure that all children achieve their full potential in all subjects of the curriculum and in all aspects of school life. We aim for children to have high expectations, independence, confidence and self-esteem combined with a sense of responsibility for others as well as for themselves.</p> <p>We understand that quality teaching is vital if children are to learn effectively and successfully. However, there may be occasions for some children when further support is necessary to help them fulfil their potential. If this happens we will provide additional help and support for each child as they develop through their learning journey at our school. Liaison with parents plays an important part in the process for meeting children's Special Educational Needs. We value the help and support that parents can give us and appreciate them sharing any problems a child may have had previously or during their time with us.</p> <p>The process for meeting children's Special Educational Needs must be flexible so that all needs can be recognised and met. Depending on the category of Special Educational Need, other professionals such as those from the Health Service may be involved in supporting the child. We are able to access the services of specialist teachers from Northumberland Locality Inclusion Support Team (LIST) for additional support and advice. We may also access specialists from the Speech & Language Therapy teams or the School Health Service, depending on need.</p> <p>The categories of Special Educational Need include the following:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Mental and Emotional Health • Sensory and Physical <p>Our Special Educational Needs Coordinator (SENCO) is also our Headteacher, Nicki Mathewson. She is responsible for the implementation of the Special Educational Needs and Disability (SEND) Policy and the coordination of specific provision made to support individual children with SEND.</p>	

Our school Governor with responsibility for Special Educational Needs and Disability is **Ruth Hamilton**.

How does Rothbury First School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the child;
- limited progress is being made;
- we notice a change in the pupil's behaviour or progress.

What should I do if I think my child may have special educational needs?

- Please speak to your class teacher in the first instance if you have any concerns regarding your child;
- If you still have concerns then contact Mrs Mathewson who is the SENCO.

How will I know how Rothbury First School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or a teaching assistant in class.
- If appropriate, specialist equipment may be provided for the pupil to use, e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This would be run by the teacher or a teaching assistant. The length of time of such interventions vary according to need but will generally be for a period of 6-8 weeks. The interventions will be regularly monitored and reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. If you have any queries related to the interventions please do not hesitate to contact the class teacher or the SENCO. The progress of your child will also be discussed with you at Parent Consultation meetings.
- Pupil Progress Meetings are regularly held where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Occasionally a pupil may need more expert support from an outside agency such as the Speech Therapist, Paediatrician etc. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

How will you help me to support my child's learning?

- The class teacher may suggest ways to support your child.
- The SENCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are sometimes provided that can be used at home.

What support will there be for my child's overall well-being?

- We offer a wide variety of pastoral support for pupils who are encountering emotional difficulties. We can also request specialist advice if necessary with the agreement of parents/carers.

	<p>How will the school prepare and support my child when joining Rothbury First School or transferring to a new school?</p> <p>Many strategies are in place to help each child's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Meeting parents/carers prior to their child joining the school. • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • When moving to the Middle School, children attend several Transition sessions where they spend some time with their new teachers and new peer group. • Additional visits may also be arranged for children who need extra time in their new school. • Middle school staff visit children prior to them joining their new school. • Mrs Mathewson and staff liaise with the SENCO from the middle school to pass on information regarding SEN pupils. • The children take part in sports festivals with children from the local cluster. <p>How will my child be included in activities outside the classroom including school trips?</p> <p>Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.</p>		
POLICIES:	<p>Are school policies available on the website for:</p> <p>(Please note that some of these policies are subject to review to reflect imminent changes in SEND legislation.)</p>	SEND	Yes but requires update to reflect changes in national policy (planned June 16)
		SAFEGUARDING	Yes – Oct 15
		BEHAVIOUR	Yes – Oct 15
		EQUALITY & DIVERSITY	No – paper copy available in school. (update planned June 16)
	<p>Are you aware of/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</p>		Yes
RANGE OF PROVISION:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength</p> <ul style="list-style-type: none"> • Talk Boost: trained Teaching Assistant • Elkan Speech and Language support: trained Teaching Assistants • Every Child a Talker (ECAT): trained Teacher • Maketon: trained Teacher • British Sign Language: trained Teaching Assistants • ReadWriteInc Phonics: trained Teachers and Teaching Assistants • ReadWriteInc Literacy & Language: trained Teachers • Numicon and PlusOne programmes to support understanding of maths • Autistic Spectrum Disorders: trained Teacher and Teaching Assistant • All staff trained in Attachment to help support vulnerable pupils • Counselling skills: trained Teachers • Emotional Literacy/Nurture Group: trained Teaching Assistants • Provision of Friendship Groups on a need basis • Provision of alternative lunchtime group on a need basis • Dedicated space in school for vulnerable pupils to visit (Nurture Room) 		

	Specialist facilities/equipment to support SEND <ul style="list-style-type: none"> • iPads available for all class rooms • Low mobility accessible toilet in Nursery classroom • Low mobility accessible toilet in Dining Hall • Nurture space for vulnerable pupils (Nurture Room)
	Input from Therapists/Advisory Teachers/other specialist support services <ul style="list-style-type: none"> • LIST team [e.g. educational psychologists, behaviour support teachers, inclusion teachers] • We can refer to Speech and Language Therapy (SALT) and Occupational Health. • We can refer to the Sensory Support Team, for children with visual or hearing impairments. • We can refer to the Portage Service for children in our Early Years. • We can refer to the Northumberland Supporting Families Partnership/Family Recovery Team to support families who face multiple complex needs
	Breakfast and After School support Dawn To Dusk run a before and after school facility based at Dr Thomlinson's Middle School. They offer a school drop off/collect service to parent/carers at the start and end of each day.
OTHER INFORMATION:	What else do you think that parents/carers would like to know about your school? Children with additional needs progress well from their starting points, because intervention and support is identified early. Where necessary we assess children using P-scales to measure small steps of progress. Parents/carers have access to parent consultations twice a year, but if parents/carers or teachers are concerned about a child's progress, they are invited in to discuss this with the class teacher so swift action can be taken. Our SEND policy is currently on our school website. This details the way we monitor pupils' progress and make assessments that help us determine whether or not a pupil requires additional support and what form and level that support should take. A named governor ensures that the governing body is kept fully informed about developments in SEND in school and nationally. An annual report is presented to the governing body by the SENCO. Pupils with medical needs that are not covered by SEND are covered by our Supporting Pupils with Medical Conditions policy. Where can I find the Northumberland County Council Local Offer? http://www.northumberland.gov.uk/Children/Needs/Offer.aspx#northumberlandlocaloffer
COMPLETED BY: Name and position	Nicki Mathewson Headteacher
DATE COMPLETED:	May 2016
REVIEW DUE:	May 2017
CONTACT IN SCHOOL:	admin@rothburyfirst.northumberland.sch.uk 01669 620283