

Ellington Primary School: Special Educational Needs and Disability Information Report: 2019-20

Ellington Primary School is proud of its inclusivity and the provision that it makes for children with additional needs and disabilities, who are admitted in line with County Council policy. This includes priority being given to children with Education Healthcare Plans in year groups that are oversubscribed.

Type of School	Local Authority Maintained Primary School
Accessibility	<p>Access to the Physical Environment:</p> <ul style="list-style-type: none"> • school on one level • disabled parking • accessibility for wheelchairs with dropped kerbs and entrance ramps • accessible toilet facilities inside and outside • sound-proofed room for support of hearing impaired children and children receiving speech therapy • two additional rooms for small group support • blinds in classrooms for visually impaired children • canopies fitted outside classrooms for visually impaired children and those with physical disabilities • soft play playground surface and equipment in EYFS for children with physical disabilities <p>Access to the Curriculum :</p> <ul style="list-style-type: none"> • children taught in mixed ability groups • teaching based on accurate assessment and planning that reflects the needs of individuals and groups of learners • all staff trained in a range of intervention techniques and schemes • high level and quality of teaching assistant support • specialist training for support staff including Communication, Speech and Language, Read, Write Inc, Phono-graphics, Talk Boost, Thrive, Drawing for Talking and ELSA • intervention groups to provide targeted support • termly evaluation of impact of all interventions used, identifying next steps • rigorous monitoring of impact of teaching and learning on progress of SEND pupils • weekly monitoring of provision for SEND pupils by SENCO and headteacher • targeted governors visits and involvement in monitoring of provision for all groups of learners including SEND pupils • detailed data tracking of progress of SEND pupils by SENCO and headteacher • work sampling and book scrutiny, including joint moderation with partnership schools • close liaison with Early Years providers and outside agencies with regard to the specific needs of SEND pupils, including those to be admitted • access to additional services and support through the Northumberland school support team and medical services • annual curriculum review to identify and address needs of current SEND pupil <p>Children with Medical Needs:</p>

	<ul style="list-style-type: none">• policy for pupils with medical needs• individual healthcare plans for children with complex medical needs• policy for intimate care and toileting• accessible toilet, shower, washing and changing facilities• designated medical room• liaison with community health services including school nurses and health visitors• all teaching, support and ancillary staff first aid trained• nurse-trained medical co-ordinator	
Our School Accessibility Plan 2016-2019 is in the 'policies' section under the 'our school' menu of the website: www.ellingtonprimaryschool.co.uk		
Core Offer	Are you currently able to deliver your core offer consistently over all areas of your school?	YES
	<p>We have high expectations for all our children and aim to enthuse and challenge every child by following the Local Authority's Graduated Approach.</p> <p>Ellington Primary School serves to meet the needs of all pupils. We currently work with students with a wide variety of needs including those with:</p> <ul style="list-style-type: none">• Cognition and Learning Needs• Social, Emotional and Mental Health Difficulties• Communication and Interaction Needs• Sensory and/or Physical Needs <p>Pupil assessment is ongoing and vital in the support and development of our pupils informing practice and provision. Ellington Primary School applies the "Assess Plan, Do and Review" Process for all students with identified concerns or needs. It is important that this process is done hand in hand with pupils' families and other external agents or professionals, where the young person is central to the process.</p> <p>We aim to help every individual child enjoy school and access the curriculum by:</p> <ul style="list-style-type: none">• ensuring all children in our school receive quality first teaching, including those with SEND, and using many different strategies to ensure that all children make at least good progress from their starting points• taking account of individual ability and differentiating learning so that every child progresses in every lesson and achieves their potential• ensuring that the skills of literacy and numeracy are taught rigorously through:• a systematic daily approach to the teaching of phonics• use of resources such as Read, Write Inc. to support children across the school• use of Abacus maths to support the daily teaching of numeracy• use of resources such as Numicon to support children across the school• providing pupils with a disability with reasonable adjustments and auxiliary aids eg ICT, writing slopes, adapted pencil grips or services• support staff trained in Read, Write Inc, Phono-graphics, Precision Teaching, Project X, Numicon, First Class in Number, etc.• flexible staffing based on the needs to the children	

	<ul style="list-style-type: none">• providing individual feedback to all children on how to improve their work and regular marking and feedback lessons• displaying visual literacy and numeracy aids across the school• qualified Emotional Literacy Support Assistants (ELSAs) who work across the school to provide emotional support• support staff with additional training in Speech and Language, Behaviour Management, ADHD, ASD and Dyslexia training• close links with parents to ensure a commitment to learning from all• recording effort as well as achievement and celebrating success	
Policies	Are the school policies available on the website for:	
	SEND	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
Policies are in the 'Our School' area of our website.		
Range of Provision	We have many areas of strength that include: <ul style="list-style-type: none">• a foundation stage unit with large outdoor space that supports smooth transition from Nursery into Reception• development of early literacy, language and phonics skills• well-equipped key stage 1 and 2 units with smooth transition from class to class and key stage to key stage• a transition programme, including additional transition activities for SEND pupils, to their next school• highly qualified teaching assistants to assess and implement a wide range of targeted interventions• built in systems to ensure clear communication between teachers and support staff as well as ongoing development of support staff through whole-school staff meetings and access to relevant training• effective behaviour management systems to deal with challenging behaviour and manage pupils with ASD• break time and lunchtime provision that is well managed and supported with a range of accessible equipment and activities• a caring ethos and an environment in which children feel safe happy and secure• development of children's awareness of moral, spiritual, social and cultural values, physical wellbeing and sensitivity towards the needs of others• buddy and prefect systems• strong relationships with parents• an open door policy• signposting to locally available services	
	Specialist Facilities/Equipment to support SEND <ul style="list-style-type: none">• disabled access to all areas of school• sound-proofed room for support of hearing impaired children and children receiving speech therapy• two additional rooms for small group support• canopies fitted outside classrooms for visually impaired children and those with physical disabilities	

	<ul style="list-style-type: none"> • soft play playground surface and equipment in EYFS for children with physical disabilities • ICT, including lap tops and iPad annual Y4 residential outdoor/adventurous activities visit. • writing slopes, adapted pencil grips, thera-putty etc. • daily break time access to studio for Y5 and 6 children • equality of access to all curriculum and extra-curricular activities 	
	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> • close links with the local SEND support services including Psychological Services, Communication Services - Speech, Language and Communication, Literacy & EAL and Behaviour and ASD Services • regular use of and referral to other services including: Speech and language therapists, children's social services, , Primary Mental Health • relevant medical services including health visitors, school nurses, portage and CYPs • Signposting to Children's Centres with access to family support workers and training for parents. <p>Breakfast and After School Support</p> <ul style="list-style-type: none"> • daily Breakfast Club from 8.00am • daily after school activities until 4.30pm 	
Inclusion	How do you promote inclusion within the school? Including day and residential trips?	
	<ul style="list-style-type: none"> • quality first teaching followed by intervention plans. • all lessons are inclusive and additional support and intervention is provided where necessary • children are only withdrawn from lessons for interventions when it is felt that is most beneficial for the child e.g. speech therapy, targeted support • high levels of Teaching Assistant Support across the school • children with SEND are included in all trips and visits including: • annual Y4 residential outdoor/adventurous activities visit • annual Y5 residential outdoor/adventurous activities visit • annual Y6 residential outdoor/adventurous activities visit • children with SEND are included in all extra-curricular clubs • children with SEND are included in weekly swimming lessons in Y3 and 4 • breakfast club and afterschool clubs are open to all children 	
	What proportion of children currently at the school have SEND?	
	Main school and Nursery	14%
Parent Support Involvement and Liaison	<p>How do you involve and support the parents of children with SEND regarding and meeting their needs.</p> <p>How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • home-school diaries are used in years prior to Y5 • planners are used by students in Y5 and Y6 • intervention plans are discussed with parents • termly intervention targets sent out to parents of children with SEND • termly parental consultations with the teacher • opportunity to meet with the SENCO to review plans at termly parents' 	

	<p>evenings.</p> <ul style="list-style-type: none"> • annual written report to parents with the opportunity to discuss this with both the class teacher and SENCO • an 'open door' policy allowing quick and easy access to Headteacher and SENCO • learning journals used in the Foundation Stage to record observations which are shared with parents • home visits prior to nursery if required • EHA's are set up to give support to families in need • requests for assessment for EHCPs are made to the LA if progress is not made in spite of top up funding in consultation with parents <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <ul style="list-style-type: none"> • liaison with high school and local middle Schools from Y5 and 7 teachers, SENCOs, CP and pastoral leads • moderation of work of students working at pre-key stage level • smooth transition between Key Stages in school through close liaison and early preparatory work • consistently shared pupil data • additional visits to new schools and classes arranged for those pupils that are more anxious • additional opportunity for parents to meet with Ashington High School and Morpeth middle schools' SEND coordinators <p>Other Information: What else do you think parents carers would like to know about your school?</p> <ul style="list-style-type: none"> • high staffing levels allow for small group and one-to-one interventions • all teachers and TAs have up to date training in a range of methods to support and guide pupils • all staff have up to date knowledge of SEND pupils and those with medical needs so that they are treated consistently in all areas of the school • all classrooms are well resourced • there is a well-managed outdoor area with a variety of equipment for children to access • there is a library and access to lap tops and iPad • all children have access to a wealth of online resources which they can access at both home and school • all children have access to a diverse and exciting curriculum • all children feel safe and secure in an environment that is inclusive and conducive to effective learning • all children are treated equally
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Next Review	October 2020