



## Wark C of E Primary School SEND Report 2022 - 2023

Wark C of E Primary School			
TYPE OF SCHOOL:	Mainstream Primary School (4-9 years) with Nursery (3–4 years)		
ACCESSIBILITY:	Ground floor only. Steps to Hall and Step lift for disabled access. Fully accessible toilet		
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Teaching staff and governing bodies have been directed to and have read the <a href="#">SEN Code of Practice, Jan 2015</a></p> <p>All staff have sufficient experience, training and expertise to identify children who may have additional needs and to offer initial support following the graduated approach.</p> <p>SEND training is available for all staff to match the appropriate needs of our children.</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:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of strength		
	<p>Social, emotional and mental health support:            Children benefit from the whole-school approach to identifying and supporting needs, with professional advice sought where necessary. Staff are aware of how to implement a graduated approach using quality first teaching and have been introduced to the Ordinarily Available Provision document provided by NIES.            We have one Teaching Assistant who is ELSA trained (Emotional Literacy Support Assistant). We have 3 TAs and 1 HLTA who are able to deliver specific interventions alongside teachers where necessary. The current SENDCo completed their SEND PGCert (2021-22) and is</p>		

	<p>currently completing the Mental Health Lead training (Autumn Term 2). In addition to this, all staff work closely together to identify needs and enable early intervention. Children are taught emotional literacy as part of our RSE curriculum and the schools Christian ethos of 'Growing Well' and wider curriculum in school.</p> <p>Our good links with schools within our closer and wider partnership enable us to provide a seamless transition from Primary to Secondary.</p>
	<p>Specialist Facilities/Equipment to support SEND: We have an easy access environment both inside and outside school, with a large hall equipped with lift facilities.</p>

	<p>Extensive outdoor play space, including a self-contained outdoor classroom, adventure trail, forest school garden and allotment allow a wide range of physical and emotional needs to be addressed.</p> <p>We have a number of technologies available for children to support their learning; specifically, NESSY Learning Program (Dyslexia spelling and reading app) and sound buttons to assist in retaining sentences for writing where children may struggle with memory retention.</p>
	<p>Input from Therapists/Advisory Teachers/other specialist support services: As a school we work closely with external agencies. For 2022/23, we have bought into specialist services provided as part of the Local Authority Service Level Agreement for SEND. The team of specialists include educational psychologists, inclusion support, literacy, speech and language, autistic spectrum support staff and education welfare officers, and external CPD training for staff.</p> <p>We have also accessed support from the Hub through school referrals, including CYPS.</p> <p>We are able to access services from Health, including speech and language therapy, pediatric physiotherapy, mental health, dieticians, school nurse and the health visitor.</p> <p>Children's Services, based in Hexham, provides support for social welfare.</p>
	<p>Breakfast and After School support We offer a Breakfast Club which runs every morning from 8am to 8.45am and an after-school club which runs from 3.15 to 5.30pm. Both clubs are staffed by teacher assistants, higher level teaching assistants and teachers on a rota system.</p>

<p>INCLUSION:</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Teachers plan lessons that involve all children in a challenging yet supportive way, making excellent use of our experienced Teaching Assistants to enable this to take place within a normal classroom environment. A wide variety of strategies are available to all children, for example visual timetables, quiet areas for time out and a clear system for positive behaviours. We use the Zones of Regulation for children who find it difficult to regulate their emotions. All children are included in events and visits that take place within school as well as visits out of school. We always ensure that we have a very high ratio of adults to children, and all accompanying adults are made aware of the specific needs of the children involved. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Residential visits are usually arranged for the summer term and are planned to include all children. Staffing, accommodation and activities will be reviewed each year to take into account the needs of the cohort.</p>
	<p>What proportion of children currently at the school have a SEND? Currently, 18% of our Mainstream cohort has been identified as having a SEND.</p>

<p>PARENT SUPPORT INVOLVEMENT/LIAISON:</p>	<p>How do you involve/support the parents of children with SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Our school graduated approach to SEND includes the consultation of parents at every stage of the process <a href="#">Flowchart of Graduated Approach</a></p> <p>Our open-door policy enables parents to have very close relationships with school staff, developing trustful and transparent relationships. We listen to and act upon the needs of individuals, consulting with specialists when considering any requests.</p> <p>When a specific need has been identified, we complete a SEN Support Plan, which contains SMART targets for the child. This is shared with parents and reviewed on a termly basis. Any interventions used are monitored carefully to evaluate how successful they have been in enabling the child to make progress. These will then be continued or adapted to ensure continued progress is made on a long-term basis.</p> <p>We communicate progress through formal and informal conversations, including review meetings for Support Plans every term and Pupil Progress Evening in the autumn and spring terms. As part of these meetings we can offer advice</p>
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	<p>and practical ways for parents to help support their child at home.</p> <p>How will school prepare children with SEND to join their next setting? As we have a nursery intake, we are able to identify at an early stage those children who may need interventions. Children are taught in mixed-age classes, and family groups are organised for whole school activities. This helps children when they transfer between EY/KS1 and KS1/KS2.</p> <p>In previous years, we have organised a number of transition activities with our feeder middle schools but since becoming a Primary School from September 2019, the focus will mainly be on transition to Secondary School at the end of Year 6. Transition plans may be put in place to support any additional needs. Having extended our age-range to Primary, we will be able to continue our SEND provision for an additional two years.</p> <p>We have a good relationship with the SENDco's at partnership schools, which enables children to be fully prepared for smooth transitions to their secondary / middle school.</p>
OTHER INFORMATION:	<p>What else do you think parents /carers would like to know about your school? At Wark C of E Primary School we strive hard to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Have a wide and balanced curriculum which is adapted to meet individual needs</li> <li>• All children can learn and make progress</li> <li>• Children are assessed using appropriate assessment tools and guidelines which ensure children are not placed under any undue stress.</li> </ul>

	<ul style="list-style-type: none"> <li>• Have equal access to resources, provision and interventions as needed.</li> </ul> <p>We use a wide range of interventions for literacy, numeracy, speech and language, and physical needs.</p> <p>These include Talk Boost (Early Years and Key Stage 2), NELI (beginning training in Nuffield Early Literacy Intervention for Early Years), in-school Emotional Literacy Support Assistant (ELSA), Read Write Inc sessions, reading, spelling and handwriting sessions, Nessy (Dyslexia Spelling and reading scheme), Trugs (Teach reading using games), Breaking Barriers (maths), 1st Class @ Number.</p> <p>Flexible organisation allows us to adapt learning programmes to suit individual children, for example, Year 1 children are able to work alongside Reception children in</p>
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	order to consolidate learning for as long as necessary.
COMPLETED BY: (Name and position)	Fiona McKay Early Years Lead and SENDCo
Updated:	October 2022
Next review:	October 2023