

# St. Robert's Catholic First School and Nursery

Oldgate, Morpeth, Northumberland NE61 1QF



*We care, we serve, we learn together in the love and truth of  
Jesus*

## St Robert's SEND Information Report

Date Reviewed:

February 2018

Review Date:

February 2019

David Sutcliffe

Headteacher:

Fiona Swift

Chair of Governors:

### **Statement of Aims**

- To encourage all our children to develop the confidence, self-respect, understanding and awareness of cultures, religions and values that lead to respect for each other;
- To enable all our children to reach the highest levels of achievement which they are capable of;
- To provide all our children with a broad and balanced education;
- To assist all our children to acquire the knowledge, competencies, experiences and skills that will enhance their life chances;
- To raise the expectations and aspirations of children , to expand their horizons and foster an awareness of the range of opportunities available;
- To equip our children with the knowledge, understanding and independence of mind which is essential to overcoming prejudice and stereotyping;
- To cultivate in all our children an understanding of rights and responsibilities such as would enable them to defend their own rights and have due regard to the rights of others.

TYPE OF SCHOOL:	Roman Catholic Voluntary Aided First School	First School Reception to Year 4 and Nursery provision	
ACCESSIBILITY:	Wheelchair accessible	Our building is single story and fully wheelchair accessible. A disabled toilet is available as well as onsite disabled parking.	
CORE OFFER:	<b>Are you currently able to deliver your core offer consistently over all areas of your school?</b>  Yes. We are a fully inclusive school. All teachers and teaching assistants have sufficient, and sometimes extensive, experience, training and expertise to identify children who may need additional support. Following any referrals, staff work closely with support services to provide any recommended interventions or strategies. Our SENCo ensures that staff training is appropriate and responsive to the specific needs of the children.		
POLICIES:	<b>Are the school policies available on the website for:</b>  NB: Please note that some these policies will be subject to review to reflect imminent changes in SEND legislation.	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes

	<p><b>Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</b></p>	Yes
RANGE OF PROVISION:	<p><b>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</b></p>	
	<p><b>Areas of strength</b></p> <p>Our expertise is in identifying children's needs quickly and negotiating with children and families to provide early intervention and support. This is initially provided by school staff with training and experience. Further specialist advice is requested when necessary.</p> <p>A number of staff have additional training and/or qualifications in ASC, precision teaching, Read Write Inc (RWI), positive handling, social skills and nurture, behaviour management, Emotional Literacy, Resilience, Talk Boost, Communication support, First Class@Number 1 and 2, Numicon. The SENCo holds the National SENCo Award.</p>	
	<p><b>Specialist Facilities/Equipment to support SEND</b></p> <p>Three rooms, additional to classrooms, are available for interventions and therapy. We have an accessible toilet. The school hall is available for physiotherapy and occupational therapy that requires a larger space.</p> <p>The school has a range of resources and equipment, including ICT resources, suitable for supporting learning and physical needs.</p>	
	<p><b>Input from Therapists/Advisory Teachers/other specialist support services</b></p> <p>We have access to our Locality Inclusion Support Team (LIST) based at Hepscott Park. LIST offers specialist support and advice for pupils, families and staff and provides specialised staff training. LIST specialists include educational psychologist, education welfare officer, inclusion support, behaviour support, literacy, speech, language and communication, autistic spectrum support. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.</p> <p>Health support services available include speech and language (SALT), paediatric physiotherapy, occupational therapy, mental health – Children's and Young People's Services (CYPS), dieticians, school nurse and health visitors.</p> <p>Children's Services provide for social welfare.</p>	
	<p><b>Breakfast and After School support</b></p> <p>St Robert's club offers before and after school provision from 8am until 8.45 am and from 3.10 pm until 6pm. See the website for further details on the cost or simply contact the school office: 01670512031</p>	

<b>INCLUSION:</b>	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>Teachers plan to challenge and support individual children in every lesson. Quality First Teaching provides a range of strategies appropriate to all children. Many further strategies are also used to provide for the needs of specific children as appropriate. All children are included in all lessons, events and trips, and support is provided where necessary, as subtle as possible. Extracurricular activities are available to all children, including those with SEND. Lunchtime and support staff are aware of the particular needs of specific children. When appropriate, additional funding is sought to provide additional staffing or resources.</p> <p>All children are included in the residential trip in Year 4. Where appropriate, additional staff will accompany specific children if necessary.</p> <p><b>What proportion of children currently at the school have an SEND?</b>  SEN support: – 8%  EHCP –1.5%  (Sept 2017)</p>
<b>PARENT SUPPORT INVOLVEMENT and LIAISON:</b>	<p><b>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>We listen to and consult parents/carers as soon as needs are identified. Where appropriate, we guide parents/carers through the referral process to request specialist support. In addition to progress meetings, parents/carers are involved in frequent, fairly informal conversations with the class teachers and SENCo. Home-school communication books are used where appropriate.</p> <p>Intervention plans are discussed with parents at the beginning of every term and the plans are sent home to enable parents to carry out agreed home actions. Plans are then reviewed at the beginning of the following term and new targets set. Parents/carers of pupils with a statement of SEND are invited to a formal review of provision annually.</p> <p>All parents are invited to formal parent evenings in the Autumn and Spring term as well as an optional parents evening in the Summer term. All parents receive a written report during the Summer term.</p> <p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p> <p>Where appropriate, Early Years staff will carry out a home visit for children as part of their transition to Reception class.</p> <p>We have carefully planned and structured transition programmes between schools.</p> <p>Liaison with local Middle Schools from Y5 teachers and SENCO/CP leads. Smooth transition between Key Stages in school through close liaison and early preparatory work. Consistently shared pupil data. Additional visits to new schools/classes are arranged for those pupils identified as benefiting from such an approach.</p>
<b>OTHER INFORMATION:</b>	<p><b>What else do you think parents carers would like to know about your school?</b></p> <p>'The pupils with SEND are making smaller steps in progress but good progress nonetheless.' Ofsted FEB 2016)</p>

	<p>We have the following intervention programmes available to use:</p> <ul style="list-style-type: none"> <li>• Read Write Inc (RWI)</li> <li>• Talk Boost</li> <li>• Speech and Language therapy</li> <li>• PenPals (handwriting)</li> <li>• Social skills groups</li> <li>• Nurture groups</li> <li>• Emotional Literacy</li> <li>• Lego Therapy</li> <li>• First Class@Number</li> <li>• Numbers and Patterns</li> <li>• 1 – 1 precision teaching</li> </ul> <p>Other programmes may be provided for specific children from a range of agencies, occupational therapy, and are delivered by staff in school.</p> <p>Children's progress is monitored closely and tracked every half term. SMT meet each half term to discuss and monitor progress of all children, including those with SEND. Where appropriate, we use P scale assessments to measure small steps of progress.</p> <p>Our SEND policy is currently on our school website.</p>
<b>COMPLETED BY: (Name and position)</b>	Annette McDougall (SENCo)
<b>DATE COMPLETED:</b>	February 2018
<b>REVIEW DUE:</b>	February 2019