



### SEND Information Report 2017-18

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| <b>SCHOOL NAME</b>  | Bedlington Station Primary School  |   |
| <b>TYPE OF SCHOOL</b>   | Mainstream Primary   | 3-11 years of age<br>Nursery to Year 6  |
| <b>ACCESSIBILITY</b>  | Fully Wheel Chair Accessible   | Main school building and annexes are wheel chair accessible.<br>Ramps give entry to all modular buildings.    |
|   | Auditory/Visual Enhancements   | Visual fire alarms in staff and disabled toilets (flashing lights)  |
|   | Other adaptations  | Disabled toilet, shower and wet room in main school building<br><br>Disabled toilet in Nursery/Community Room |
| <b>CORE OFFER</b><br>Are you currently able to deliver your core offer consistently over all areas of your school? <b>YES</b> | <p>All pupils, including those with SEND receive quality first teaching; thereafter Bedlington Station adopts a graduated approach to supporting children. Staff work closely with parents to identify children's individual needs and then provide intervention and / or SEND support as quickly as possible. This is reviewed regularly with children, parents and staff involved, including SENDCo and the school leadership team (SLT) and Head teacher. A wide range of teaching strategies are employed at Bedlington Station to ensure that all children make at least good progress from their individual starting points. These could include: -</p> <p>Daily involvement of children in reviewing their work and progress throughout lessons so that feedback is timely, focused and acted upon in a way that supports at least good progress for all.</p> <p>Systematic phonics, which is routinely taught from</p> |   |

Nursery to Y3 using Letters and Sounds and Support for Spelling. Spelladrome and Read, Write Inc further support teaching approaches

Maths teaching that is underpinned by a comprehensive calculation policy. FirstClass@Number and Mathletics further support teaching approaches.

A rigorous Talk Boost program for Early Years, Key Stage 1 and Key Stage 2, that supports communication, language and literacy intervention and teaching across the school.

Use of agreed learning prompts displayed in all classrooms to support literacy, maths, British Values, citizenship, Thinking Maps and other curriculum areas. Individual resources are available for children as appropriate.

Access to well-trained support staff and Higher Learning Teaching Assistants (HLTA) deployed in each class for identified individuals or groups of children, including the delivery of Speech and Language programs, emotional and behavioural support and counselling from our Inclusion Mentor. The construction of this intervention is reviewed regularly by SLT.

Access to identified staff available to support children with emotional and behavioural needs during the school day, also providing an additional point of contact for parents.

Immersion in the nurturing family and community ethos that permeates all aspects of school life at Bedlington Station and which includes easy access to any member of the Senior Leadership Team (SLT) including the Head Teacher.

Monitoring and review of attendance with parents to ensure good attendance of all pupils.

Attendance at Breakfast, after school or extra-curricular clubs.

**Arrangements for assessing and reviewing children's**

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|  | <p><b><u>progress.</u></b><br/> Children with SEND are assessed half termly through class assessments and also termly through specific literacy and maths assessments which can then determine “small steps” often made throughout the term. Children who have 2 interventions or more are given a Pupil Passport which is then reviewed with children and parents. This is discussed in a meeting between the SENDCo and with the class teacher, before then meeting with the parent.</p> <p>Parents are now invited to an additional appointment with the SENDCo during Parent Consultations (Parents’ Evening) in October, April and July to discuss their child’s progress and the additional support their child is receiving. This allows the SENDCo to discuss the child's Pupil Passport and talk about any specific successes or areas for development that have been apparent that term.</p> |   |            |
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| <b>POLICIES</b>  | Are the school policies available on the website for:  | SEND                                    | <b>YES</b> |
|  |  | Child Protection                        | <b>YES</b> |
|  |  | Behaviour                               | <b>YES</b> |
|  |  | Equality & Diversity                    | <b>YES</b> |
|  | Additional policies are also available for:  | Accessibility Plan<br>Admissions Policy | <b>YES</b> |
| Are you aware / familiar with the requirements of the Disability Act 1995 and the Equality Act 2010? | <b>YES</b>   |   |            |
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| <b>RANGE OF PROVISION</b>  | Please indicate what your school has to offer (over and above your core offer) in each of the following areas:   |   |            |
|  | <p><b><u>Areas of Strength</u></b><br/> A nurturing environment for all children.</p> <p>Lead member of staff support teaching staff in the provision for children with identified needs.</p> <p>Proven effective relationships with a wide range of support services including, but not exclusively; occupational and physiotherapy, educational psychology, speech, language and communication</p>   |   |            |

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|  | <p>support and behaviour support teams.</p> <p>Specialist staff trained in Emotional and Behavioural Support, e.g. emotional literacy, behaviour programmes or physical restraint.</p> <p>Regular planned meetings between staff and stakeholders support pupil progress and outcomes.</p> <p>Talk Boost intervention across the school.</p> <p>Additional lunchtime support from trained support staff (Senior HLTA &amp; Inclusion Mentor) specifically for behaviour and emotional well-being.</p> <p>Lunchtime staff teams trained in positive approaches to play.</p> <p>Buddy system in place with children supporting their peers and acting as role models.</p> <p>Staff trained in medical procedures to support children with diabetes, epilepsy and allergies</p> <p>Speech, language and communication provision.</p> <p>Designated area for interventions.</p> <p>ELSA trained support staff.</p> <p>Non class based teacher specifically for group and targeted interventions.</p> <p><b><u>Evaluating effectiveness</u></b></p> <p>Children are regularly assessed and their progress is tracked not only against any intervention but also as part of the whole class.</p> <p>Interventions are altered as necessary to suit the child's need, with the ultimate aim being to reintegrate the child back into the classroom as soon as possible after successful completion of the intervention.</p> |
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|                  | <p>iPads available in all classrooms.</p> <p>Toilets and shower facilities support disability access.</p> <p>Facilities provided to assist access are clearly outlined in the school's updated Accessibility Report.</p> <p><b><u>Input from Therapists/Advisory Teachers/other specialist support services</u></b></p> <p>Regular involvement in the Bedlington Hub supports referrals to specific agencies.</p> <p>LIST team (e.g. educational psychologists, specialist language and communication teachers, behaviour support or speech and language support)</p> <p>We work with the school health team when specific medical requests are required, e.g. for occupational, physiotherapy or sensory support services.</p> <p>Involvement with Bedlingtonshire Partnership at Head Teacher level.</p> <p>EOTAS also provide us with support when required.</p> <p>We also have access to Speech and Language support, Specialist ASD teachers, CYPS, Alternative Provision, Family Intervention Workers and Children's services.</p> <p><b><u>Breakfast and After School support</u></b></p> <p>Daily breakfast club, 8am – 8.45am, where pupil premium funding enables these pupils to attend free of charge.</p> <p>After school clubs Mon – Friday 3.00pm – 4.00pm.</p> <p>After school support is also available through after school clubs and booster groups (days vary throughout the school year).</p> <p>Booster groups (e.g. BrainBusters) operate throughout the year for identified groups of children to accelerate learning and so maximize pupil progress.</p> |
| <b>INCLUSION</b> | <p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>All children have inclusive access to all activities and</p>   |

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|  | <p>educational visits. Where necessary adaptations will be made following appropriate advice from involved external agencies and in consultation with parents/carers. Lessons are as inclusive as possible, with adjustments made on a needs basis. Teachers are responsible for the learning and progress of all children in their class, regardless of need. Children are only withdrawn from the whole class for activities when it is in their best interest to do so. All of our children are used to working in a variety of differentiated groups, depending on subject and need.</p> <p><b>What proportion of children currently at the school have SEND?</b><br/>15% (Oct 2017)</p>   |
| <p><b>PARENT SUPPORT INVOLVEMENT/LIAISON</b></p> | <p><b>How do you involve/support the parents of children/YP with an SEND regarding meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>Meetings are arranged with parents and outside agencies involved with the child such as portage workers, physiotherapists etc. These are held before the child is admitted to ensure all facilities and any equipment is in place before admission. If a child has attended a different school the school will be contacted to ensure a smooth transition.</p> <p>Parents are now invited to an additional appointment with the SENDCo during Parent Consultations (Parents' Evening) in October, April and July to discuss their child's progress and the additional support their child is receiving. This allows the SENDCo to discuss the child's Pupil Passport and talk about any specific successes or areas for development that have been apparent that term.</p> <p>Regular opportunities to join pupils in school, through curriculum days, parent lunches and open days.</p> <p>Flexible induction arrangements where requested for individual children and families.</p> <p>Welcome meetings for new nursery and reception families and induction sessions for their children. Children and families who join us during the academic year meet with the Head Teacher and / or SENDCo to</p> |

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|  | <p>facilitate smooth admission into school.</p> <p>Formal parents' evenings are held during the Autumn and Spring terms. During the Summer term a written report is provided to parents with the opportunity to meet with the class teacher if required.</p> <p>Homework planners, homework books and reading diaries support communication between home and school.</p> <p>Facebook feeds keep parents up to date with what is happening in school.</p> <p>Our open door policy supports both formal and informal communications between ourselves and families.</p> <p>Pupil Passports and intervention plans are shared with parents.</p> <p>SEND review meetings are held at least annually and in many cases multi agency meetings are half termly as required.</p> <p>Bedlington Station Primary is an active participant in the Bedlington Hub which is cluster partnership of schools and external agencies meeting regularly to discuss and allocate resources that support SEND in local schools.</p> <p>Medical care plans also support individual children and are constructed with parent's advice and visible sensitively in key areas in school (classroom, main office and staff room).</p> <p>Where required we signpost parents to other services e.g. parent support groups.</p> <p>Parents involved in completion of toolkits in Early Years.</p> <p>Curriculum sheets sent out half termly, outlining the learning specific to that half term.</p> <p><b>How will school prepare children with SEND to join their next setting/college/stage or education or life?</b><br/> We have a strong transition programme between</p> |
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|                                 | <p>EYFS and KS1. For those children who go to the local High School in Yr 7, we work closely with the receiving school. Additional visits are offered for those children who might find transition difficult.</p>   |
| <p><b>OTHER INFORMATION</b></p> | <p><b>What else do you think parents/carers would like to know about your school?</b></p> <p>Children with additional needs make good progress from their starting points because intervention and support is well matched to the needs of the children and is implemented early.</p> <p>Differentiated booster classes in most year groups, as required in English and Maths to accelerate pupil progress and raise attainment.</p> <p>Mathletics and Spelladrome enables children to boost maths/spelling skills in school and at home using a computer. They are free for all children who have their own unique password. Rewards include points and certificates.</p> <p>Our admission arrangements support the smooth transition of children into school and through to future placements and where required steps are taken to prevent disabled children from being treated less favourably than others.</p> <p>Literacy interventions offered (Group and 1-1) – Nessy, Read, Write Inc., Accelerated Reading, Toe by Toe, Precision Teaching, Accelerate Reader (KS2) and whole school, differentiated phonic sessions</p> <p>Numeracy Interventions offered (Group and 1-1) – First Class @ Number KS1 and 2, Precision Teaching, Pre-Tutoring, Mathletics (KS2), Numbers Count; Power of 2;</p> <p>Small social skills groups. Early Talk Boost</p> <p>Talk Boost for KS1 and KS2 utilized, speech and language therapy 1-1 support</p> <p>Rainbow Station (Nurture room)</p> <p>Inclusion mentor 1-1 timetabled support and “Bubble Time”.</p> |



**OTHER INFORMATION**

**What else do you think parents/carers would like to know about your school?**

Children with additional needs make good progress from their starting points because intervention and support is well matched to the needs of the children and is implemented early.