



# SHANKLEA PRIMARY SCHOOL

## Special Educational Needs and Disability Information Report

2018-2019

Policy Control Details			
Date policy approved:	September 2018		
Prepared by:	Deborah Allen-Coope (SENDCo)	Signature	Date
Approved for issue by:	Helen Brown (Head Teacher) Joanna Watson (SEND Lead Governor)	Signature	Date
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## 1. Shanklea's Contextual information

Shanklea Primary School is a local authority maintained primary school for pupils aged 4-11. We also have a nursery which offers places to pupils from the age of 2. There are 334 pupils on roll for 2018-19 plus an additional 37 pupils in Nursery and 22 pupils in our 2 Year old provision (Squirrels).

All staff at Shanklea Primary School are dedicated to providing an inclusive, nurturing and balanced curriculum through which all children make progress and achieve their full potential. Through support and dedication, children at Shanklea are able to access the curriculum, supplemented with appropriate interventions and/or adaptations.

### The Northumberland Local Offer

Local authorities must publish a '**Local Offer**' which sets out in one place information about provision they expect to be available for children and young people in their area who have Special Educational Needs or Disabilities (SEND).

The Local Offer has two key purposes: to provide clear, comprehensive and accessible information about provision available; and to make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and carers, and service providers in its development and review.

Please follow this link if you wish to find out more details about the Northumberland Local Offer:

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

See the Appendix for a *one-page summary* of the Northumberland Local offer.

The following policies are included on the SEND section of our website for your information.

Shanklea SEN Policy	✓
Equality and Diversity Policy	✓
Accessibility Plan (also attached to this document)	✓
Medical Needs policy	✓
Behaviour policy	✓
Safeguarding Policy	✓
Pupil Premium Policy	✓
Promoting Fundamental British Values Policy	✓

## 2. What is SEND and how do I know if my child needs extra support?

SEND is the abbreviation used for 'Special Educational Needs and Disabilities'.

Children are all different and make progress at different rates. They have different ways in which they learn best. Our teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

It is important not to assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs. SEND difficulties may present themselves as an educational, health or physical need. This means that a child may have difficulty with:

- Some or all of the work in class
- Reading, talking, writing or Mathematics
- Understanding information
- Expressing themselves
- Understanding others
- Sensory perception or physical mobility
- Organising themselves
- Managing their behaviour
- Making friends or relating to other children and adult

See Government Statutory Guidance for further information:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

The staff at Shanklea are trained and experienced in working with a wide range of SEND types including, but not limited to: Hearing Impairment, Visual Impairment, Cognition and Learning difficulties, Communication and Interaction difficulties, Social and Emotional health difficulties and Physical Disability.

Relevant staff are trained to use a range of equipment types to support learners with SEND. Additional support from SEND services and training updates is sought proactively where pupils, parents or staff members identify a need for extended training. Shanklea's building is in a state of readiness for accommodating pupils with physical disabilities (ramps, hand rails, widened doorways, access toilets). Wheelchair access is also available. See Shanklea's Equality Plan (website) and Accessibility Plan (appendix and website) for more information about how adaptations have been made to the curriculum and learning environment.

### 3. Staff responsible for overseeing SEND at Shanklea

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for overseeing and co-ordinating matters relating to special educational needs and disabilities within the school. All mainstream schools must appoint a SENDCo. Our SENDCos at Shanklea are:

Mrs L Morris (Early identification of EYFS pupils with SEND)

Contact email address: [laura.morris@shanklea.northumberland.sch.uk](mailto:laura.morris@shanklea.northumberland.sch.uk)

Mrs D Allen-Coope (KS1 SENDCo and Lead SENDCo – *Awarded National Award in SEND*)

Contact email address: [deb.allen@shanklea.northumberland.sch.uk](mailto:deb.allen@shanklea.northumberland.sch.uk)

Mrs C Crowther (KS2 SENDCo - *Awarded National Award in SEND*)

Contact email address: [claire.crowther@shanklea.northumberland.sch.uk](mailto:claire.crowther@shanklea.northumberland.sch.uk)

All staff can be contacted by telephone (01670 715205) or via the email addresses provided above.

#### ***Other staff involved in leading the support of pupils with SEND at Shanklea:***

Mrs H Brown (Head teacher)

Joanna Watson and Gareth Pearson (Chair of Governors)

#### ***The SENDCos are responsible for:***

- Co-ordinating additional support for pupils with SEND and liaising with their parents, teachers and other relevant professionals.
- Ensuring that all staff follow the school's SEND Code of Practice. This may involve identifying, assessing and planning for needs and developing support programmes to meet those needs and break down any barriers to learning.
- Consulting and liaising with staff, parents and carers, external agencies and other appropriate professionals such as Speech and Language Therapists and Educational Psychologists.
- Ensuring that support is co-ordinated and targeted appropriately.
- Ensuring that relevant staff are informed and updated about children on the SEND register and understand how best to help.
- Working collaboratively with pupils and parents to ensure early identification and intervention.

### ***School staff involved with SEND.***

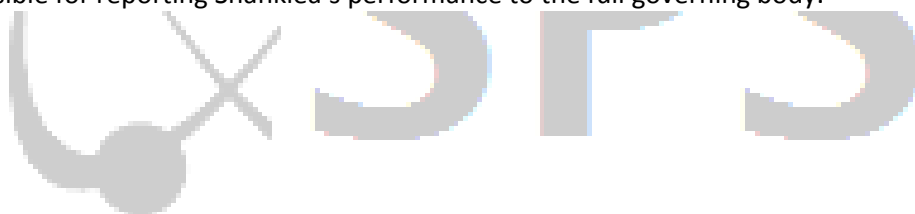
The class teachers and support staff are responsible for ensuring that Shanklea's SEND policy is adhered to. They are required to inform the SENDCo if a pupil is having difficulties that are impacting upon their progress and ensure that early intervention is begun. Teachers are required to ensure a high level of quality teaching which targets specific pupils in order to meet the needs of all. Targeted intervention and plans will be developed in order to cater for pupils or groups of pupils. Intervention programmes will be reviewed regularly to ensure effectiveness and impact will be fed back to the relevant SENDCo. Teachers work closely with support staff to ensure that a consistent approach is delivered through identified continuing professional development (CPD) delivered through teacher training days and twilight sessions.

### ***Staff training and skills***

Shanklea members of staff have a wide and extensive range of skills to offer to pupils. We take pride in the level of commitment and enthusiasm that Shanklea staff members take in developing their skills and specialisms. Staff training and specialisms include, but are not limited to, the following areas:

Read Write Inc training, First Class Maths intervention, Better Reading Partnership, Toe by Toe, Plus 1 Maths intervention, Talkboost, Early Learning Toolkit, working with autism spectrum disorder, attention deficit hyperactivity disorder support, dyslexia support, diabetes management, epilepsy support, occupational therapy activities, speech and language therapy, attachment disorder support, Picture Exchange Communication System (PECS), Makaton and sign language.

The Lead SEND Governor for Shanklea, Joanna Watson is responsible for collating and checking information relating to: changes to the SEND Code of Practice and how it is affecting the school, the school's SEND policy and provision, the progress of children with SEND at the school. The lead SEND Governor is responsible for reporting Shanklea's performance to the full governing body.



#### 4. What will happen if a concern is identified?

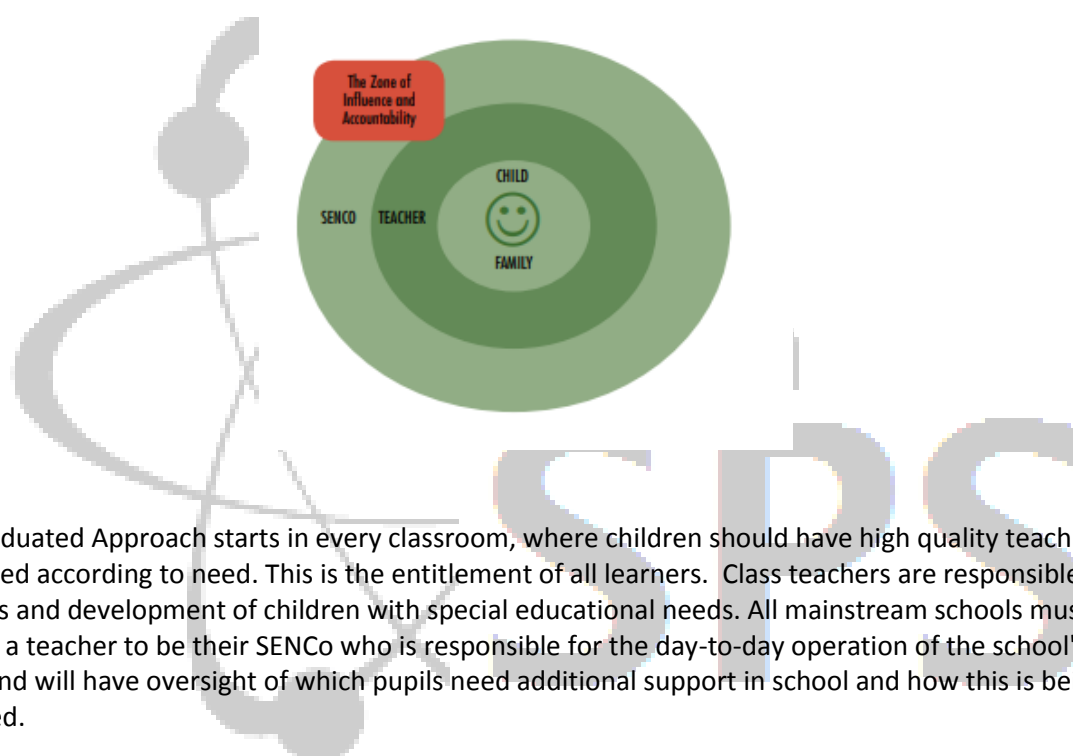
In order to address the following needs:

Involving Shanklea pupils in contributing to and reviewing their targets.

Involving Shanklea parents in contributing to and reviewing their targets, Shanklea follows the Northumberland County Council Graduated Approach.

### The Graduated Approach

If your child has Special Educational Needs and/or Disabilities (SEND), schools and settings should take action to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. This means that they should put a range of things in place to support children and young people with many different types and levels of need.

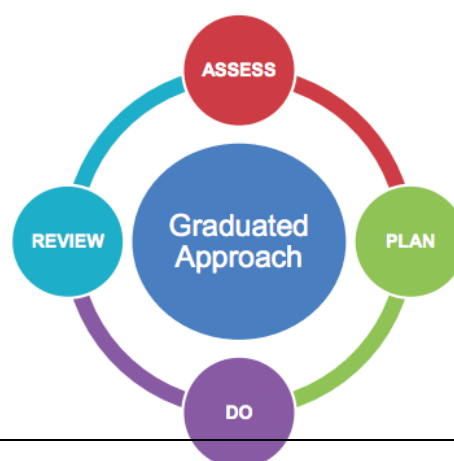


The Graduated Approach starts in every classroom, where children should have high quality teaching which is adapted according to need. This is the entitlement of all learners. Class teachers are responsible for the progress and development of children with special educational needs. All mainstream schools must appoint a teacher to be their SENCo who is responsible for the day-to-day operation of the school's SEN policy and will have oversight of which pupils need additional support in school and how this is being delivered.

Schools and settings must then make reasonable adjustments to make sure that children and young people with SEND are able to have their needs met within the classrooms, by providing support that is individual to the child and helps them to overcome any barriers to learning. In this way, SEND learners should enjoy the same opportunities as their peers wherever possible and be fully included within their communities.

The way that schools and settings work in supporting children with additional needs will follow an **Assess-Plan-Do-Review (APDR)** model. This means that they will be

- assessing any challenges to a child's learning  
i.e. working out what the issues are
- planning what will best help
- carrying out the plan
- reviewing how successful the plans have been  
i.e. has the child started to make progress



The model looks like this. Schools should talk to you at the planning and review stages. It may be that cycles are repeated with minor changes over time.

The Code of Practice outlines when a concern about progress may need to be thought of as a possible special educational need. It says this is where a child's progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

### **A Graduated Approach to Meeting Needs**

Most learners will have their needs met through the funding usually available to the school or setting. All schools are expected to provide the first £6000 of any support required (early years funding arrangements are different).

All learners are entitled to quality first teaching within their classrooms.

There are then a number of 'stages' through which a school or setting might suggest your child progresses, depending on the success of the interventions that have been tried:

#### **First/Initial Concerns**

This is when someone expresses a concern that your child is potentially facing challenges with learning and their progress is slower than would be expected. It is good practice to make sure that the concerns are noted and most schools will record this to help monitor children's progress. Anyone, including yourself or your child, can express a concern.

At this stage, if it is the school or setting who have identified the concern, they should contact you to let you know, and discuss how they are going to help your child. Once a plan is agreed to help your child, two cycles of assess, plan, do, review (APDR) will take place, likely to be one term each. For many children, the plans will have a good impact and any barriers to learning will be addressed using these early and low level interventions. They might include small group work within the classroom which targets literacy or numeracy, or a programme developing social skills or language.

If, following two cycles, progress has not been as hoped, this will be discussed with you again. The school/setting may recommend that more interventions are needed, and at that point they may think that the next stage of support would be beneficial. This will mean that your child will be placed on the school's SEN register. You will be told about this.

#### **SEN Support - Profile/Passport**

At the early stages of SEN Support, you may be invited to complete a pupil profile/passport with the SENCo and your child. This is a way of the school/setting recording your child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document should be used by the school/setting to ensure everyone working with your child knows how best to

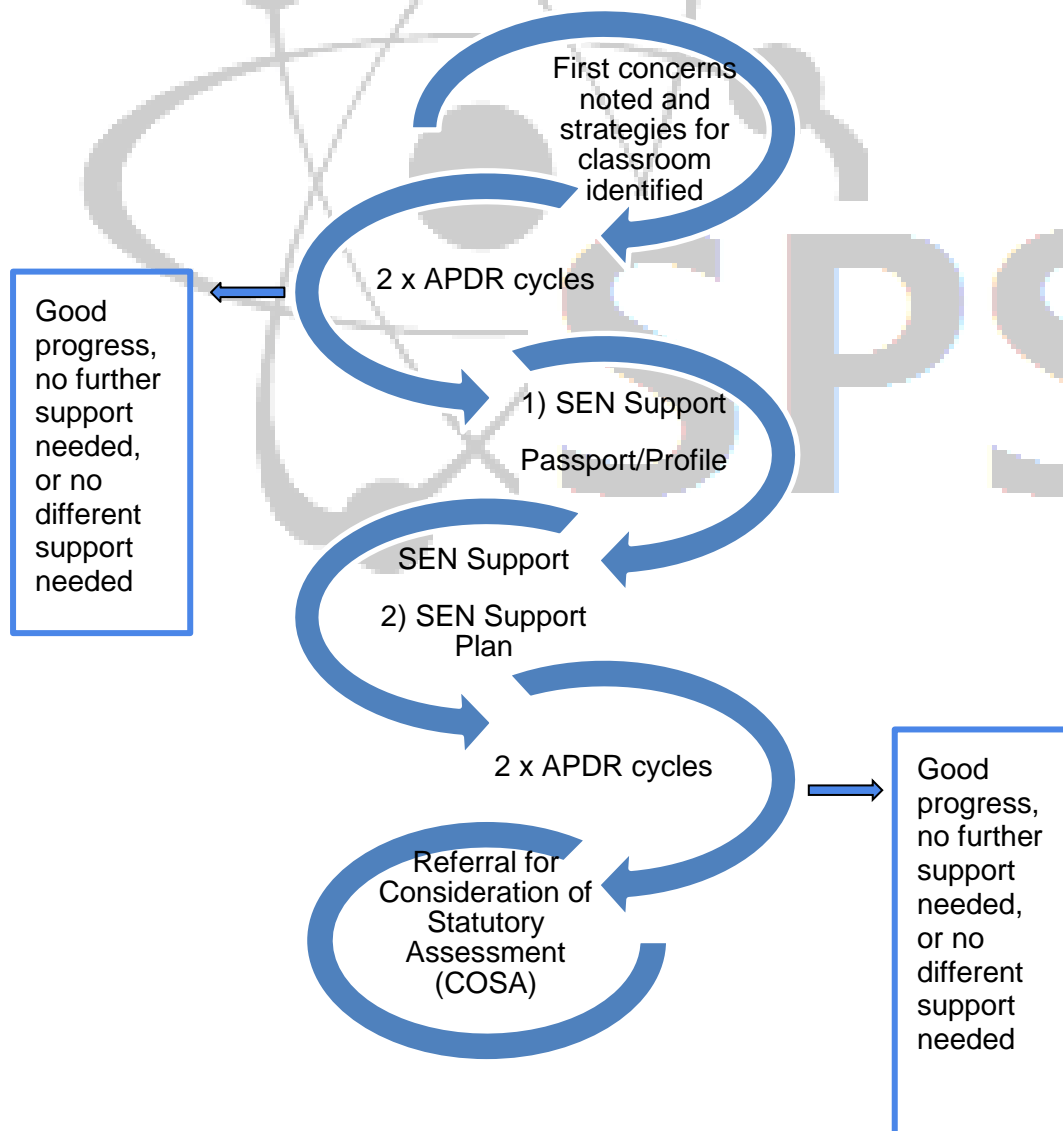


support them. Following two cycles of this profile/passport, if it is agreed at the review that progress is still not in line with what is expected, then your child should move onto:

### SEN Support - SEN Support Plan

At this stage, a more structured and detailed plan should be made which allows the needs of your child to be set out clearly. Your views, and theirs, will be taken into account and there should be clear, measurable outcomes. Support at this stage may continue to come from within the school/setting, but they also might call on outside specialists to advise them. This may include some individual support for learning, and more specialist interventions recommended by a suitably qualified person. People who might be involved at this stage are Educational Psychologists, Specialist Teachers from the SEND Support Services, Speech and Language Therapists, Occupational Therapists, Physiotherapists etc. This will all be detailed in the plan. The plan would run for at least two cycles, with a review process after each cycle involving all concerned.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multiagency assessment of need is required.



## Consideration of Statutory Assessment (COSA)

A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made via a 'COSA form' which collects information around what difficulties your child is experiencing, how the school has been supporting them and what impact the support has had. There is also a parent/carer form which you can complete at this stage to share any information about your child that you feel is important.

COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel. The Panel is made up of head teachers / senior school leaders, representatives from health and social care and other professionals such as educational psychologists and specialist advisory teachers. The Panel scrutinises all applications to ensure that decisions around the provision of additional resources are allocated according to level of individual need and are fair and consistent across the County.

The Panel reviews the information and makes a decision as to whether there is clear evidence that the school or setting have used the resources delegated to them to meet SEN, and can make the following decisions:

- To Assess - there is clear evidence that the level of need is over and above what schools are expected to meet from within their own resources. A multi-agency assessment can be carried out to determine whether there is a level of need sufficient to have an Education Health Care Plan. Your child will be allocated a SEN Case Worker from the SEN Team who will coordinate the assessment
- Not to Assess - there is not sufficient evidence to show that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC Plan, and the school should continue to support the child at SEN Support

(NB A decision to assess does not mean that your child will receive an Education Health Care Plan. It is sometimes difficult to make a decision about what support is required, so an assessment may be agreed but the outcome may not be an Education Health Care Plan).

An educational setting can request a COSA. They will seek your consent to do so and share with you the information they are sending to the Local Authority. A parent or young person over 16 but under 25 can also request one, and those requests would be made directly to the local authority. However, as evidence will still be requested from the school/setting it is always helpful if everyone can work together.

If there have been any other professionals working with your child up to this point, they do not need to provide a *separate* report for the COSA request, as this step is about schools showing how they have used their delegated resources to help your child. Schools may already have evidence of specialist input and should include that in their request, in particular how the school has acted on the advice of a specialist. However, if you have any reports about your child from a health or social care professional it is helpful to share them with school and they can send them in alongside their evidence.

High expectations of all pupils at Shanklea, regardless of SEND status, are conveyed through target setting and verbal feedback. The pupils at Shanklea know what they have achieved and strive hard to reach their next goals.

#### 5. How is my child's learning evaluated, reviewed and assessed?

Shanklea is commended for the efficient systems that it uses to monitor pupil progress. Information and data is collected and analysed via:

- Ongoing teacher assessments in all core areas.
- The Assessing Pupil Performance tracker.
- Formal assessments such as statutory end of year assessments and other government requirements.
- Provision Mapping including Shanklea Individual SEND Action Plan reviews (undertaken collaboratively by staff members, parents and pupils).
- Formal pupil progress meetings between the Headteacher and teaching staff.
- Interventions are reviewed at the end of the targeted period.
- CPOMs recording system.

*'The rigorous analysis of pupils' progress and the standards they achieve is very effective. Where weaknesses are found the issue is tackled rigorously.'*

*(Ofsted, Shanklea School Inspection Report, 2013-14)*

## 6. What is the impact of Shanklea's provision for pupils with SEND?

The following tables show the percentage of pupils that made the expected number of **steps of progress or accelerated progress** (An average of 6 steps or more on the Target Tracker) throughout 2017-18. Please note that all cohorts (All pupils and SEND) in EYFS, End of KS1 and End of KS2 have achieved an average progress point score at the expected level with most SEND pupils progressing at an accelerated rate. Provisional results and variances against national averages suggest above average progress for SEND pupils in all EYFS areas of learning and in the majority of areas for KS1 and KS2. There is strong evidence to show that any differences in the attainment of SEND versus Non-SEND are diminishing.

### EYFS pupil average progress point score:

	All pupils	Non SEND	SEND pupils	Difference between Non-SEND and SEND (expected or above)
Listening and attention	6.3 pts	6.1	6.9 pts	+0.8pts
Understanding	6.1 pts	5.9	6.9 pts	+1.0pts
Speaking	6.2 pts	5.9	7.5 pts	+1.6pts
Moving and handling	5.9 pts	5.8	6.6 pts	+0.8pts
Health and self-care	6.1 pts	5.9	7.0 pts	+1.1pts
Self-confidence and self-awareness	6.1 pts	5.9	6.9 pts	+1.0pts
Managing feelings and behaviour	6.6 pts	6.3	8.1 pts	+1.8pts
Making relationships	6.6pts	6.4	7.8 pts	+1.4pts
Reading	6.6 pts	6.4	7.4 pts	+1.0pts
Writing	6.4 pts	6.4	6.8 pts	+0.4pts
Numbers	6.9 pts	6.6	8.3 pts	+1.7pts
Shape, space and measures	7.3pts	7.1	7.9 pts	+0.8pts
People and communities	6.7 pts	6.5	7.6 pts	+1.1pts
The World	6.2 pts	6.1	6.5 pts	+0.4pts
Technology	6.6 pts	6.4	7.8 pts	+1.4pts
Exploring and using media and materials	6.3 pts	6.1	6.9 pts	+0.8pts
Being imaginative	6.3 pts	6.1	6.9 pts	+0.8pts

Pupil average progress point score Reading:

Year group	All pupils	Non SEND	SEND pupils	Difference between Non-SEND and SEND (expected or above)
1	6.2	6.1	6.6	+0.5pts
2	6.4	6.4	6.5	+0.1pts
3	6.4	6.4	6.2	-0.2pts
4	6.3	6.2	6.8	+0.6pts
5	6.2	6.2	6.2	+0pts
6	6.5	6.5	6.9	+0.4pts

Pupil average progress point score Writing:

Year group	All pupils	Non SEND	SEND pupils	Difference between Non-SEND and SEND (expected or above)
1	6.1	6.1	6.3	+0.2pts
2	6.5	6.5	6.7	+0.2pts
3	6.3	6.2	6.5	+0.3pts
4	6.4	6.3	6.9	+0.9pts
5	6.1	6.1	6.3	+0.2pts
6	6.5	6.5	6.4	-0.1pts

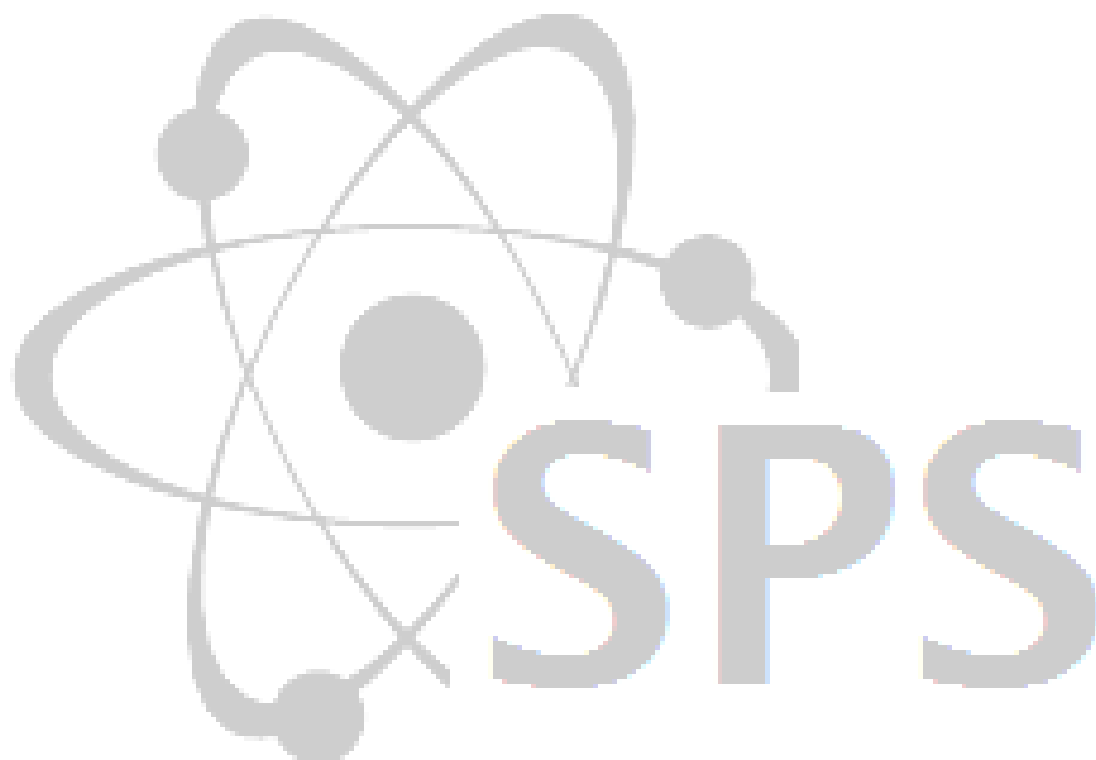
Pupil average progress point score Maths:

Year group	All pupils	Non SEND	SEND pupils	Difference between Non-SEND and SEND (expected or above)
1	6.3	6.2	6.4	+0.2pts
2	6.6	6.6	6.7	+0.1pts
3	6.1	6.1	6.2	+0.1pts
4	5.9	6.0	5.8	-0.2pts
5	6.2	6.2	6.2	+0pts
6	6.1	6.1	6.6	+0.5pts

### KS1 Phonics screen 2018

By the end of KS1 all children had met the required level in the phonics screening test. Provisional National average for all pupils is 81%.

	All pupils	SEND pupils
Year 1 phonics screen	92.15%	78%
Year 2 phonics screen	93.75%	57.1%



## **7. What are the arrangements at Shanklea for supporting pupils in moving between phases of education?**

All pupils at Shanklea are encouraged to develop independent thinking through problem solving and investigation skills. We aim to engender a culture of self-reliance and resilience within our pupils which will prepare them for future changes.

When pupils are moving up to the next year group information is passed on from the current teacher via a planning meeting with the new teacher. Targets, appropriate resources, advice from professionals, Individual SEND Action Plans/Inclusion Wheels and additional information are shared. All pupils are given the opportunity to spend a transition day with their new class and teacher before they leave school for the summer break. Where appropriate, pupils may be given additional transition time and will be provided with further information about their new class/ photographs of their new learning environment and teachers which they will take home over the holidays to prepare them for any changes.

If your child is moving to another school (for example, if a pupil approaching the end of Year 6), we will contact the other school prior to the transition and ensure that they are aware of any special arrangements or support that needs to be made for your child. Prior to the move, the Year 6 teachers will meet with the new teachers at the Cramlington Learning Village in order to discuss the needs of the pupil. A series of transition days are arranged to ease anxieties and to foster the children's excitement about the new school. If pupils are identified as anxious or vulnerable, pupils (and parents) will have the opportunity to make additional visits to the new school.

## **8. As a parent of a pupil at Shanklea, how will you help me to support my child?**

A tiered approach is adopted through Early Help Assessments (EHA), EHCP, or Children's Services Team meetings to ensure maximum support is provided. At Shanklea we strongly believe in parents being fully involved in the decision making process and being an inclusive party during meetings about your child. This may be through: twice-annual parents' evenings with the class teacher, informal discussions as and when required with class teacher, multi-agency meetings and reviews, Individual Action Plan development and reviews, the provision of leaflets or supporting documents. Parents are encouraged to meet with staff regularly in order to develop common approaches to supporting pupils.

Our Individual SEND Action plan process actively involves pupils and parents in the assessment of their child's needs, the development of their action plans and objectives and their regular review during termly review meetings.

To maintain Shanklea's excellent community links we hold frequent family sessions to support and promote learning, during which, parents and careers can gain valuable skills, information and strategies to support their child at home.

The Parent Partnership Service is available to any parents of children with SEND that require free, confidential and impartial advice and information.

<http://www.northumberland.gov.uk/Children/Needs/SEND.aspx?nccredirect=1>

## 9. What support will there be for my child's overall well-being at Shanklea?

### **Barriers to learning**

A barrier to learning is any factor that prevents a child from being in a suitable mood or emotional, physical or psychological state to engage in their lessons and learn. Barriers to learning experienced by children may be: difficult relationships with friends, feeling vulnerable, low self-confidence, worries about transferring to secondary school, difficult family circumstances such as separation or a bereavement, young carers, difficulty in controlling emotions.

Shanklea values the significance of each child as an individual. The well-being of our pupils is built around the 'Every Child Matters' Agenda, the Ofsted revised National Curriculum syllabus of Spiritual Moral Social and Cultural development and the new PSHCE syllabus. By understanding and fulfilling these objectives, Shanklea is able to provide a safe, successful and inclusive learning environment.

**Interventions to support emotional well-being for learning** (In accordance with *Northumberland County Provision Guidance*, 2015/16).

- Differentiation is provided in order to enable success-based learning (to enhance both learning and motivation) and still provides an appropriate level of challenge.
- Visual evidence of their success as a result of their efforts is regularly reviewed by pupils, to enhance confidence and motivation.
- Teachers take into account the impact which emotional needs may have on pupils' learning, and appropriate support is provided.
- Efforts, challenges and mistakes are valued as they lead to learning.

### **Additional measures undertaken by Shanklea Primary School.**

#### **Pastoral care**

Through close collaboration, all members of staff are well informed of the needs of children in their own pastoral group as well as those in other classes, year groups and key stages. All staff are approachable and readily available to discuss concerns raised by an individual. Where appropriate, an Individual Action Plan cycle may be developed in order to support pupils through difficult times. Some pupils also have access to full-time one-to-one support. Additional lunchtime support is invested in for pupils that require emotional support. This academic year, additional funds have been invested in developing a new PHSE scheme around the Dimensions Curriculum Programme. This programme supports the development of fully-rounded children who are healthy, both socially and emotionally. Key concepts are addressed in order to support pupils with their SMSC (moral, social and cultural) education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. British Values are at the heart of the programme and it prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community.

Shanklea is an anti-bullying school. Shanklea has a rigorous Anti-Bullying Policy and has been awarded the National Accreditation in Anti-Bullying. A worry-box is provided so that pupils can indicate any views or concerns that they may have and e-safety measures are strictly in place. Specific pupils are given anti-bullying training and become Anti-Bullying Ambassadors whose duties involve supporting pupils throughout the school and reporting back to Shanklea's Anti-Bullying Co-ordinator. Bullying themed weeks promote support systems within school and allow opportunities for pupils to develop their confidence in dealing with any worries or concerns.



### ***Extra-curricular provision***

Many sporting and educational clubs are available to **all** children at Shanklea, both before and after school hours. The wide range of clubs are age and ability appropriate. Adult support, appropriate equipment and accessible areas are provided in order to ensure that all pupils have equal access to clubs of their choice. Weekly newsletters inform parents of upcoming events. Pupils with specific needs or interests are signposted towards clubs that will enhance their skills or interests. An inclusive ethos has been fostered in all areas of learning whereby pupils embrace individuality and are keen to include and support each other in all activities.

Rigorous risk assessments are carried out and verified by NCC to ensure that all children are able to safely participate in extra-curricular clubs and trips. Children to adult ratios are carefully considered and 1:1 support provided for some children in order to safeguard them.

Shanklea provides a breakfast and after school club on the premises which is flexible, affordable and provides a stimulating atmosphere with engaging activities.

### ***Vulnerable pupils (Eg, Pupil Premium or Looked After Children)***

A Personal Education Plan (PEP) is used to plan for the education of children who are looked after. This plan ensures that the achievements of children are tracked and monitored.

Pupil Premium and Looked After Children (LAC) are nurtured through our breakfast club, out of school club, pastoral care, lunchtime support and extra-curricular clubs.

Linked lunchtime supervisors ensure the nurture of vulnerable pupils.

Vulnerable pupils such as those who are Pupil Premium or Looked After Children are actively supported and encouraged to attend extra-curricular clubs and events.

In addition, links to The Virtual School ensures that vulnerable learners receive their entitlement to good quality full time education. See the link below for further information.

<http://www.northumberland.gov.uk/Children/Looked-after/Virtual.aspx>

### ***Lead Governor for Inclusion.***

Shanklea's Lead Governor on inclusion is Gareth Pearson. Gareth is responsible for monitoring and ensuring the quality of provision at Shanklea. The lead Inclusion governor conducts an annual focus visit whereby he works alongside the pupils to moderate Shanklea's processes. This annual visit and associated report is undertaken to ensure the school retains its high quality standard of provision in order to maintain the well-being of pupils.

## **10. How accessible is Shanklea?**

Shanklea provides the following facilities to ensure our environment is accessible for all children. We continue to develop and evolve the building and grounds where needed.

- Reasonable adaptations for pupils with cerebral palsy and wheelchair users have been made such as ramps at all fire escapes (rear and front), disabled toilets with support rails and widened door ways.
- FM system
- Classroom equipment – sloping boards, pencil grippers, adapted paper and texts for visually impaired, tinted overlays etc.
- Physical mobility equipment (wheelchair, walking frame, etc)

Please see Shanklea's accessibility Plan for further details (appendix).

## **11. What about my child's medical needs?**

- Care plans are compiled with support from our School Nurse and in consultation with parents/carers.
- Epi-pen training for all staff is carried out annually.
- The Diabetic Nurse provides training on an annual basis or more regularly where specific needs require it.
- First aiders – all staff have basic emergency first aid training. Some staff have received further training in specific paediatric first aid care.
- Medicines – with parental/carer consent, medicines can be administered and recorded by school staff.
- All staff are trained in using epi-pens and Shanklea's heart defibrillator.

## **12. Safeguarding pupils with SEND.**

Shanklea is committed to safeguarding all pupils and Shanklea understands the elevated importance of safeguarding children with Special Educational Needs and/or Disability. Additional pastoral and mentoring support is provided through Nurture group sessions where pupils are provided with time to discuss emotions, time to choose a favourite book to read with an adult, spend time either with peers or as an individual playing games to work on social skills and extra time is often provided to complete homework or reading tasks with an adult.

All pupil information is confidential and securely stored following the GDPR guidelines (2018).

## **13. What are Shanklea's admission arrangements for pupils with SEND.**

Medical needs are covered in Shanklea's Medical Needs Policy (Please see the Shanklea school website for further details).

Shanklea supports the view that children with SEN should be educated in a mainstream school, except in a small number of specific circumstances whereby the needs of the pupil are agreed by parents and professionals to be best met through specialist provision. Shanklea admissions policy is

in line with the School Admissions Code which means that a school cannot discriminate against applicants with SEND status.

All Shanklea applicants are treated on the same basis to ensure that admission arrangements are fair and lawful and the admission for pupils with SEND is supported and monitored by Northumberland County Council. Admission is usually arranged as far as possible in advance to allow time to prepare for the provision. Shanklea liaises closely with the pupils' previous schools as part of the transition planning arrangements. Further details on admission arrangements for all pupils in Northumberland can be found in the Northumberland School Admissions Handbook.

<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Document-store/School%20admissions/Admissions-Handbook-PRIMARY-School-2018-19.pdf>

When a school is named on a pupil's Statement of Special Education Needs or Education, Health and Care Plan (EHCP) then priority must be given to this placement. If your child has a Statement or and EHC Plan and you are unsuccessful in gaining a place at your preferred school, you may appeal to the SEN Panel.

A multi-agency approach for 2 years olds is undertaken to ensure Shanklea is aware of the specific needs of each child so their arrival at the school can be prepared for.

For impartial admissions advice you can contact Alison Bravey:

Tel: 01670 623555

Email: [Alison.Bravey@northumberland.gov.uk](mailto:Alison.Bravey@northumberland.gov.uk)

Northumberland School Admissions online can be found via the following link.

<http://www.northumberland.gov.uk/Education/Schools/Admissions.aspx>

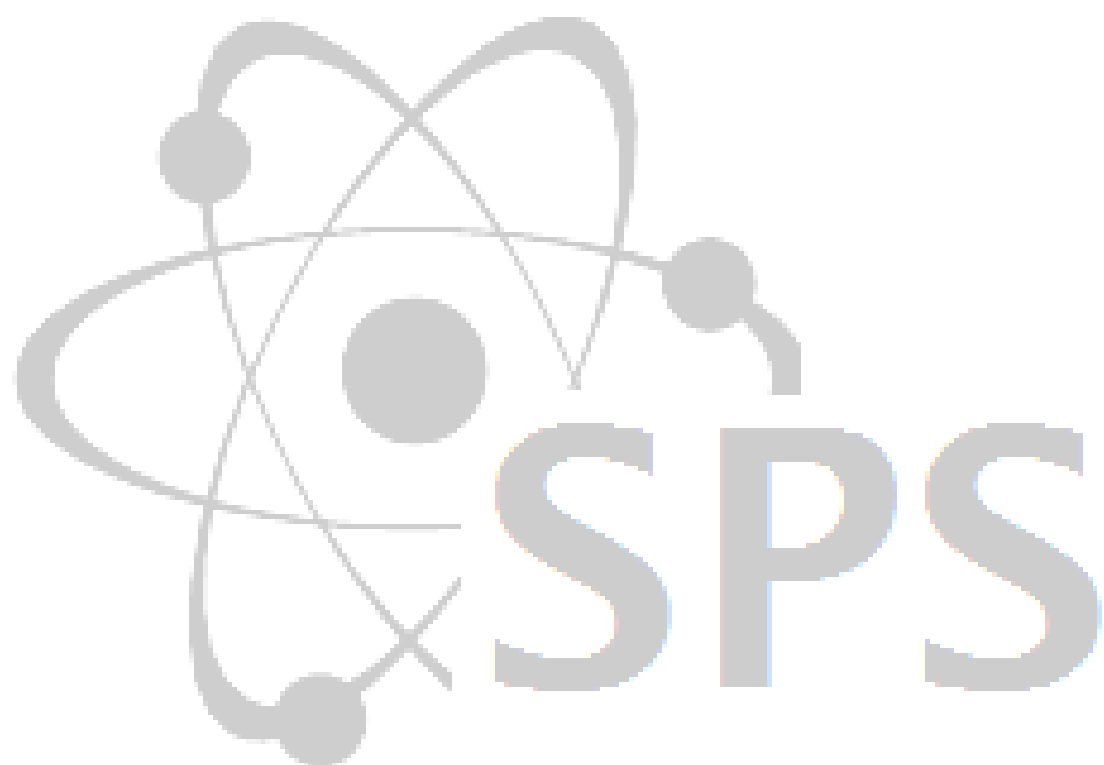
#### **14. What are the arrangements for handling complaints made by parents of children with SEND?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the school office to arrange a meeting with your child's class teacher, the Key Stage SENDCO or Head Teacher.

Further support can be obtained through County Council. Their website includes the necessary links and details for SEND.

Links to Northumberland County Council SEND support team.

<http://www.northumberland.gov.uk/Children/Needs/SEND.aspx#northumberlandsendinformationadviceandsupportservice>



## Glossary of terms

CPD - Continuing Professional Development, whereby staff continue to develop their skills through training opportunities and experiences.

EHA - Early Help Assessment. The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which can be used by all agencies who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.

EHCP- Education and Health Care Plan – The replacement for the Statement of Special Educational Needs. The EHCP is designed to give pupils and parents greater input into the services provided to support the pupil.

Inclusion wheel – Used in the Early Years and Foundation Stage to record a summary of assessments and key actions that will be taken across the areas of development.

Individual SEND action plans – A plan to support pupils which is written and reviewed in conjunction with teachers, pupils and parents.

LAC – Looked after children. For example, through adoption or fostering.

PEP – A Personal Education Plan is a school based meeting to plan for the education of a child in care. The government have made PEPs a statutory requirement for children in care to help track and promote their achievements.

Pupil Premium – The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Provision mapping – A way of documenting the range of support available to pupils with SEN within a school.

SENDCo - Special Educational Needs Co-ordinator. The SENDCo is a staff member who is responsible for overseeing and co-ordinating matters relating to special educational needs and disabilities.

SEND - Special Educational Needs and Disabilities.

SEND Code of Practice – The 2014 policy which outlines the new statutory requirements linked to special educational needs and disability.

## Appendix 1 : Summary of the Northumberland Local Offer

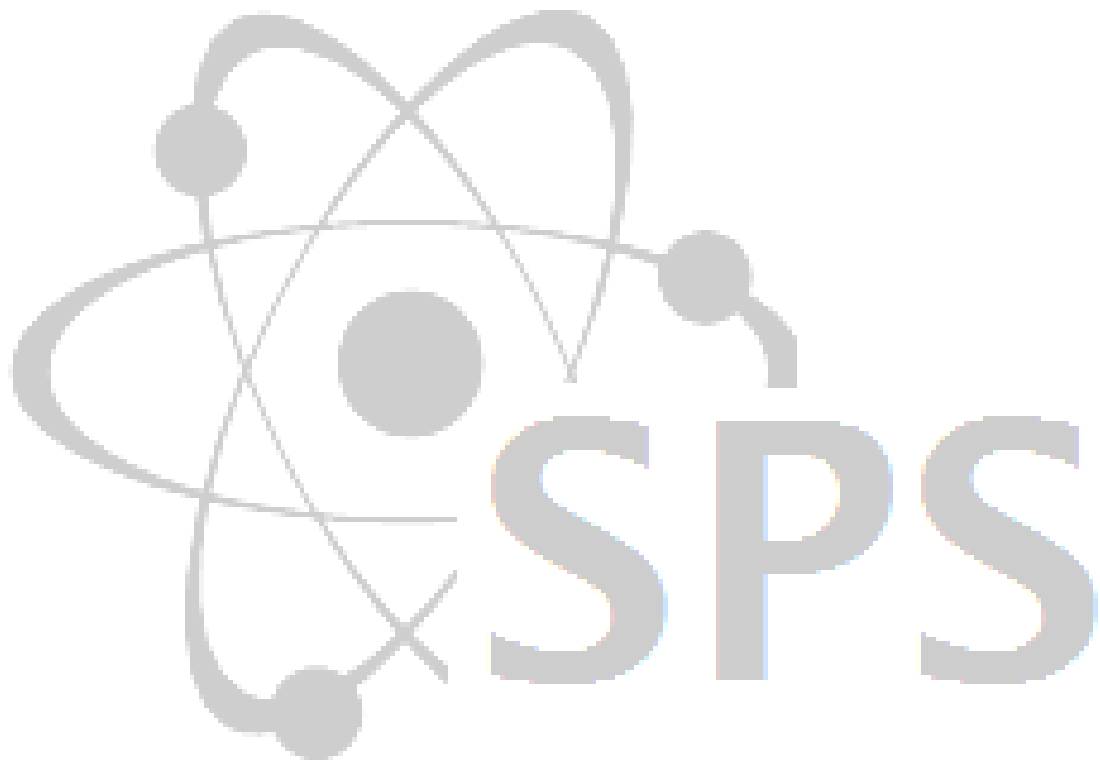
In 2018, schools, parents and learners have worked together to co-produce this document which identifies the important elements of supporting children and young people with special educational needs and disabilities in our mainstream schools.

Good inclusive practice is about:	What is important to families and learners, and what schools will provide:
<b>Ethos</b>  A firm commitment to identifying and understanding the needs of individual children.	<ul style="list-style-type: none"> <li>• A shared culture of inclusion across all areas of the school</li> <li>• The child's and parent's/carer's aspirations will be central to planning support, and always taken into consideration, fitting with the ethos of 'nothing about us without us'</li> <li>• The child's 'voice' will always be heard</li> <li>• A differentiated or alternative curriculum being offered to those who need it</li> <li>• Staff who are committed to ensuring that all aspects of equality and diversity are taken into account and that all children have the opportunity to be included in the full range of both educational and extracurricular activities</li> <li>• An individual approach to thinking about the school environment, including the classroom environment, and the way it affects learners</li> </ul>
<b>Communication</b>  Open and honest communication is of utmost importance and is underpinned by 'the right communication at the right time'.	This includes: <ul style="list-style-type: none"> <li>• A two-way process between home and school</li> <li>• Approachable staff and timely, sensitive communications</li> <li>• Regular opportunities to discuss the child's needs</li> <li>• Written communication about provision and progress</li> <li>• Discussions and consent for making timely referrals to appropriate services</li> <li>• Good communication between staff in schools to ensure that everyone is aware of a child's individual needs and can therefore provide consistent support</li> <li>• Collaboration and good communication with professionals and other services to support the individual needs of the child</li> <li>• Close working and liaison between SENCOs and other relevant professionals at key times of transitions</li> </ul>
<b>Provision</b>  All children and young people have an entitlement to 'the right provision at the right time' and they will have this within our mainstream schools, with suitable adaptations and increasingly specialist support being made available.	<ul style="list-style-type: none"> <li>• Quality first teaching which supports children being engaged in lessons with their peers</li> <li>• A flexible approach to differentiating according to individual need</li> <li>• Easy access to a variety of resources which are matched to individual need</li> <li>• Well trained, skilled teachers who understand their responsibilities as teachers of ALL children</li> <li>• Appropriate assessment measures which support a flexible approach to meeting need</li> <li>• Cycles of support which are reviewed and changed as</li> </ul>

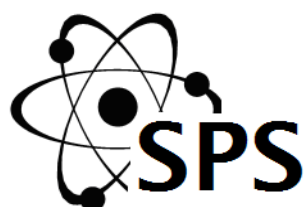
	<p>needed</p> <ul style="list-style-type: none"> <li>• Advice from specialists, when it is needed</li> </ul>
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Good inclusive practice is about:	What is important to families and learners, and what schools will provide:
<p><b>Ethos</b></p> <p>A firm commitment to identifying and understanding the needs of individual children.</p>	<ul style="list-style-type: none"> <li>• A shared culture of inclusion across all areas of the school</li> <li>• The child's and parent's/carer's aspirations will be central to planning support, and always taken into consideration, fitting with the ethos of 'nothing about us without us'</li> <li>• The child's 'voice' will always be heard</li> <li>• A differentiated or alternative curriculum being offered to those who need it</li> <li>• Staff who are committed to ensuring that all aspects of equality and diversity are taken into account and that all children have the opportunity to be included in the full range of both educational and extracurricular activities</li> <li>• An individual approach to thinking about the school environment, including the classroom environment, and the way it affects learners</li> </ul>
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- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Appropriate assessment measures which support a flexible approach to meeting need</li><li>• Cycles of support which are reviewed and changed as needed</li><li>• Advice from specialists, when it is needed</li></ul> |
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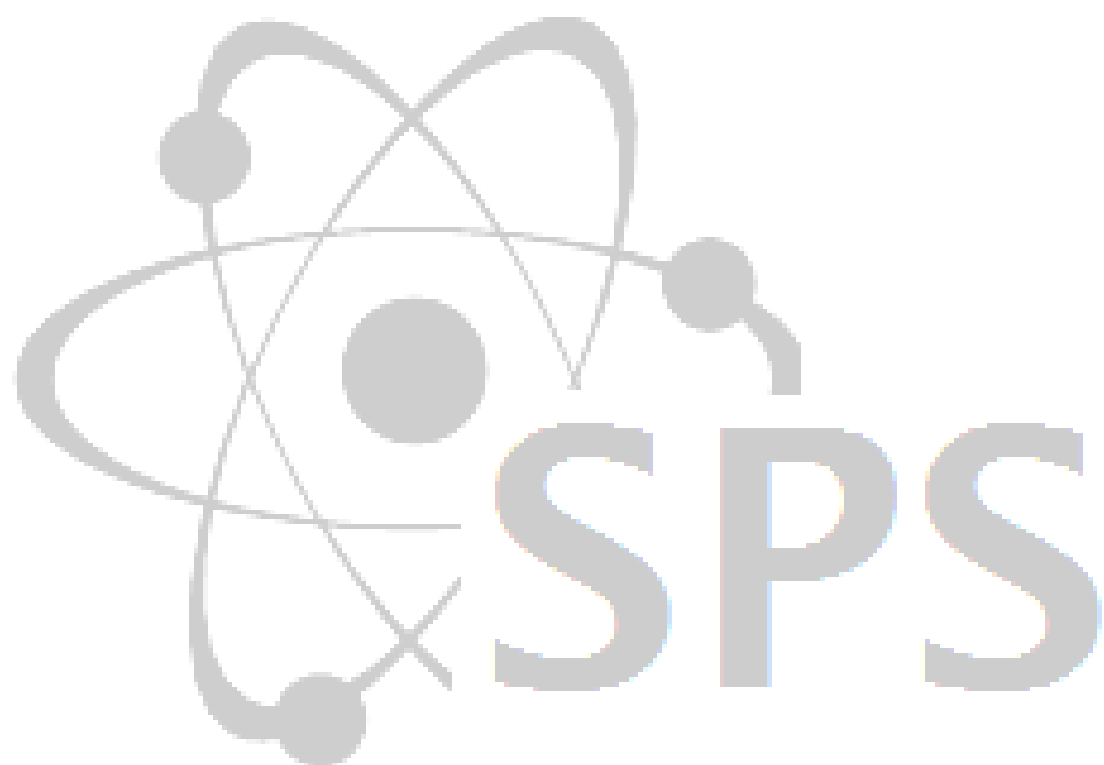


# SHANKLEA PRIMARY SCHOOL

Accessibility Plan 2017 - 2018

## Policy Control Details

Date policy approved:	September 2017		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2019		
Responsibility for review:	Resources Management Committee		



## **Appendix 2: Shanklea Primary School Accessibility Plan: 2017 to 2019**

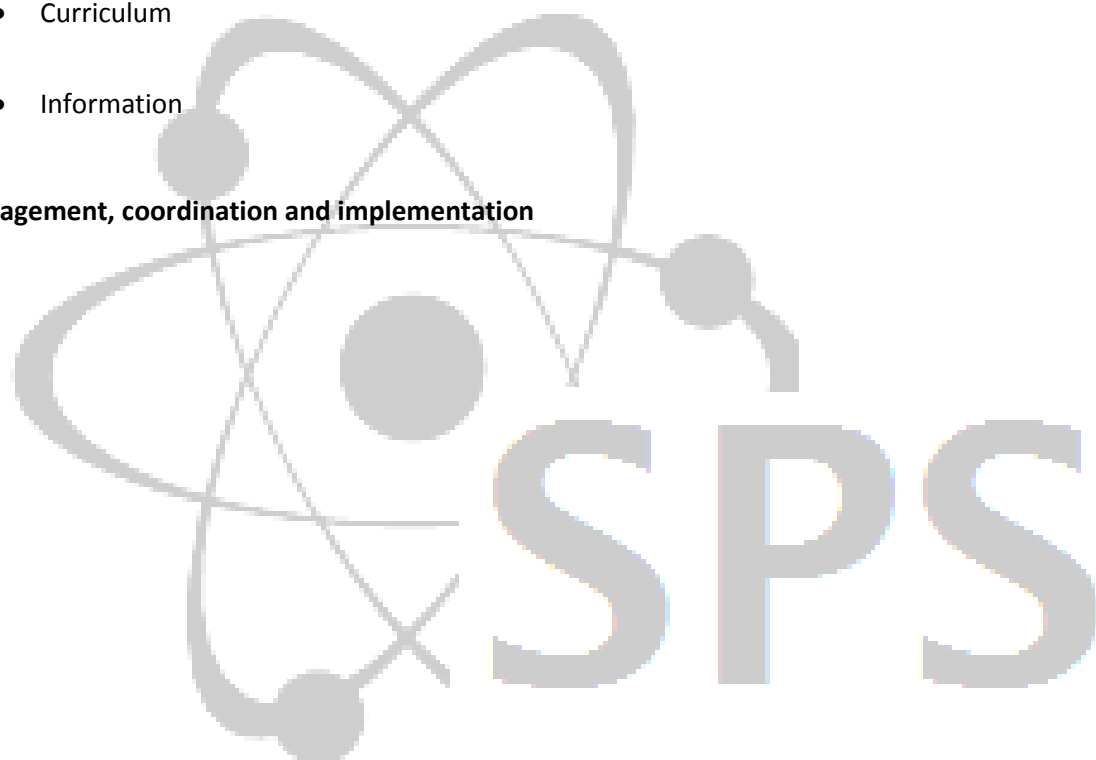
### **Vision Statement**

### **Aims and Objectives**

### **Access Audit**

- Physical Environment
- Curriculum
- Information

### **Management, coordination and implementation**



## **Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Shanklea Primary School the Plan will form part of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors’ Premises committee. The current Plan will be appended to this document.

At Shanklea Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

## **Aims and Objectives**

- 1) The Shanklea Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Shanklea Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Shanklea Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities: examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Shanklea Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Access Audit

Previous priorities have been in actioned and new priorities have been identified as detailed the following tables.

## Physical Environment

Improving the Physical Access Facilities already in place	Areas to develop
<ol style="list-style-type: none"><li>1. Accessibility Ramps and portable ramps</li><li>2. Disabled car parking spaces available close to entrance.</li><li>3. Dropped kerbs either side of main vehicle entrance.</li><li>4. Main entrance has wide doors for wheelchair access.</li><li>5. Hearing loop installed in main entrance.</li><li>6. 2 Disabled toilets with handrails installed</li><li>7. Ramps on EYFS, KS1 and KS2 entrance</li><li>8. Rails and handles on all steps/ main entrance</li><li>9. Floor and low height furniture to meet the mobility needs of SEND pupils and 2 year olds</li><li>10. Low height ICT touchscreens for access and participation in the curriculum</li><li>11. Low height sinks for access and participation in the curriculum</li><li>12. Installation of double door handles for safeguarding reasons in EYFS and KS1</li><li>13. Installation and refurbishment of library and ICT suite</li><li>14. Improvements to accessibility of EYFS outdoor area</li><li>15. Installation of new car park for accessibility for disabled staff and visitors</li><li>16. Installation of pedestrian path at the boundary of the Shanklea site</li><li>17. Installation of new playground furniture for all children with medical needs</li></ol>	<ol style="list-style-type: none"><li>1. Re-surfacing and remarking of Masonic Hall car-park to expand parking capacity and safe access for disabled and older community members, children, staff, and visitors.</li><li>2. Expansion and resurfacing of school playground – patio and outdoor play/ gym equipment for those with physical disabilities or social anxieties.</li><li>3. Establishment of safe and secure area for those children in receipt of physio or occupational therapy.</li><li>4. Hearing loop/speakers in main sports hall</li><li>5. Signage to communicate to vulnerable groups regarding safeguarding and safety regulations and expectations</li><li>6. Facilities Management and review of statutory H &amp; S and safeguarding obligations for 30 hours childcare and Toddler Group.</li><li>7. Quadrangle cover and roofing for increased capacity of 30 hours childcare.</li><li>8. Expansion of lettings arrangements to the wider community - improved quality of arts and sports' facilities.</li></ol>

## Curriculum

Improving the Curriculum Access TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Securing relevant services/support for the pupil where necessary –	<p>SLA SEND 2017 –2018, 28.5 days allocation - specialised, education psychological provision</p> <p>ensuring that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date,</p> <p>liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made,</p> <p>ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and promoting the pupil's inclusion in the school</p>			

	community and access to the school's curriculum, facilities and extra-curricular activities;			
Training for teachers on differentiating the curriculum	<p>Undertake an audit of staff training requirements – selecting, supervising and training learning support assistants who work with pupils with special educational needs;</p> <p>advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;</p> <p>contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to</p>	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	As required	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	<p>Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning.</p> <p>The use of other professional partners has been made available.</p> <p>The posts of specialised Teaching Assistants have been retained and specifically trained to meet the individual needs of all children including those with ASD, ADHD, Communication Disorders,</p>	As required	Increase in access to the National Curriculum with due consideration of British Values, Disability and the PREVENT Agenda



		Hearing, Physical and Visual Impairments.		
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	As required	Increase in access to all school activities for all disabled pupils and those with emotional, mental health difficulties
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	As required	Increase in access to the National Curriculum and learning outcomes/expectations.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access and Inclusion	Autumn 2017	Society will benefit by a more inclusive school and social environment
Use of suitable Apps	Use of suitable APPS and iPADS to fulfil interventions and progress measures for all pupils.  Specific laptops and iPads to support, enrich and enhance the learning experience – Touch screens, enlarged text and multi-sensory software for engagement and inclusion.	Retention of ICT Technician role to facilitate access and timely interventions through e-learning packages and progress measurement.  E-technology to support learning, motivation and pre-tutorials between home and school.	Autumn 2017	Increase in access to the National Curriculum

## Information

<b>Improving the Delivery of Written Information TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Make available school brochures, school newsletters and other information for parents in alternative formats and available website	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all through multi-media applications and messaging services.	As required	Delivery of school information to parents and the local community
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from LA on alternative formats and use of IT software to produce customized materials.	All school information available for all. Extension of school website team to fulfil website compliance.	As required	Delivery of school information to pupils & parents with visual difficulties improved
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.  Enlarged modified texts and additional time for improved access to statutory national tests.	The school will be able to provide written information in different formats when required for individual purposes; foreign interpreters	As required	Delivery of information to disabled pupils
Respecting religions, ethnicity and inclusivity	Role models elevated – books overtly “And Tango Makes 3”, “King + King”, - resource guidance	School fully embraces/maintains British Values culture and international dimension.	As required	Delivery of information to staff, pupils, parents and visitors

## **Management, coordination and implementation**

The Headteacher and Governing Body undertake their equality responsibilities seriously. The Premises and Inclusion Committees, with the ongoing support of the School Business Manager (appointed Health and Safety Executive) review the Accessibility requirement, status and risk on a quarterly basis.

