SHANKLEA PRIMARY SCHOOL

Special Educational Needs and Disability Information Report

2017-2018

Policy Control Details			
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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 were 359 pupils on roll (2016-17) and 350 pupils on roll for 2017-18.

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

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

Shanklea SEND 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:

Miss S Harris (EYFS SENDCo - Early identification of EYFS pupils with SEND – *Awarded National Award in SEND*)
Contact email address: sarah.harris@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

Mrs C Crowther (KS2 SENDCo - *Awarded National Award in SEND*)
Contact email address: 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)

Mr A Hodson (Lead Governor on Inclusion)

Ms J Watson (Lead Governor on SEND)

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:

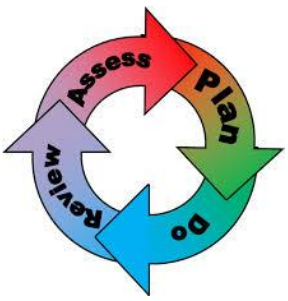
Read Write Inc training, First Class Maths intervention, Better Reading Partnership, Toe by Toe, Plus 1 Maths intervention, Talkboost, Early Learning Toolkit, working with autism spectrum disorder, attention deficit hyperactivity disorder support, dyslexia support, diabetes management, epilepsy support, 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?

At Shanklea, we begin with quality first teaching

- The pupil should remain part of the mainstream teaching timetable for all activities so that pupils with SEND can engage in activities with pupils who do not have SEND. This is extended to extra-curricular clubs and activities.
- A consistent learning environment with established practices and routines.
- Consistency of all adults in the pupil's education including non-teaching staff.
- SEND provision at Shanklea is based on the 4 part cycle of Assess, Plan, Do, Review.



Staff knowledge and understanding

- All staff differentiate the curriculum appropriately.
- Effective systems of internal communication exist between school, staff so that appropriate information is shared to enable effective teaching and learning.
- All staff are aware of the national documents relating to Inclusion, SEN and Disability.
- Knowledge of the school's SEND Policy and criteria for placing pupils at School Support Intervention level of support.
- All teachers manage and monitor group and individual programmes to meet specific identified needs.
- All teachers are able to plan and facilitate termly review meetings with parents.
- The curriculum is adapted appropriately to support all pupils, including those with SEND in order to provide an inclusive learning environment.
- Adaptations are made to the learning environment to ensure that it is accessible to all learners.

Assessment, Planning and Review

- Assessment for Learning informs planning for suitably differentiated teaching.
- There are rigorous tracking and target setting systems for all pupils.
- Regular reviews take place to monitor pupil progress against expected outcomes as part of the ongoing school assessment processes.
- Parental input is integral to the development of the children's learning.
- Pupils are enabled to participate in the setting, monitoring and review of their learning targets, at an appropriate level.
- Regular communication is maintained with parents about how they can support their child's learning needs e.g. during twice-annual parent-teacher meetings, parents workshops on specific learning themes, signposted parent courses and parental networks.
- Specific parent evenings are held for pupils with SEND needs.
- A broad and balanced curriculum is provided in each year group and the curriculum is adapted and made accessible to pupils with SEND.

'The school's curriculum is very well adapted to the needs of the pupils.'

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

The school website outlines the details of the curriculum provided to pupils at Shanklea:

http://www.shanklea.northumberland.sch.uk/website/curriculum/98613

Learners with visual, auditory and kinaesthetic (movement) learning styles or preferences are catered for within all lesson plans. For example, through the use of songs, actions and ditties to engage pupils in their learning of letter shapes and sounds.

Graduated support at Shanklea.

Where further support is required, teachers and parents will meet informally to discuss additional needs identified at home or at school and to share any common concerns. A specific need (or needs) is identified and an Individual SEND Action Plan may be developed in conjunction with parents and pupils to agree what intervention is needed, when it will occur and who will be

responsible for overseeing it. The pupil's need(s) will be addressed within the teacher's planning and delivery of the curriculum. This could be in the form of extra support from a teacher or support assistant to target the need. A child may also be coached to develop and use skills, specialised equipment and learning aids to promote self-help strategies. This intervention may prove to be successful in meeting the need and no further action would be taken at that point.

If it is felt that your child's need has not been met through quality first teaching, the next stage of support would be for teachers and parents to meet and discuss further action. This could be a programme of study delivered by a specifically trained adult in school. (For example: Better Reading Partnership (BRP); Toe by Toe; Plus 1; Talk Boost; Cripps Handwriting; Read, Write Inc; Spellodrome; My Maths; Mathletics). Depending upon the need, this could be delivered in a small group or on a one-to-one basis. As new SEND programmes and resources are published, staff receive training to deliver them to a high standard.

If we feel that more specific support is required, we may seek input from the Cramlington linked Educational Psychologist, and/ or other relevant agencies such as: The Literacy and Dyslexia Service, Specialist Behaviour Support Service, Autism Service and Speech and Language Service. This academic year, Shanklea has invested in 28 days support which will be used flexibly within the Cramlington Partnership to suit our needs. This support also includes access to Inclusion Support.

In addition to this, we continue to strengthen our established connections with services including: Speech and Language (S&L) Brockwell Clinic Cramlington, CYPS Northumberland, Occupational therapist (referral through own GP or LIST), School nurse and other medical professionals (referral through School SENCo), Educational Welfare Officer. (EWO), Hearing and Visual Impaired Services or Social Services.

> 'The school is very proactive in getting the best advice that they can from support services, such as educational psychologists, and they use this to carefully tailor support for individual pupils.'

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

This will be discussed with parents and the child who will be fully involved throughout the process. School works alongside external professionals to share knowledge and expertise in order to provide specific and personalised support for the pupil. Staff at Shanklea also ensure that children with additional social and welfare concerns are taken into consideration, including those eligible for Pupil Premium. Children eligible for Pupil Premium make good progress at Shanklea. Ofsted (2013-14) stated that this is…

> '…because they respond particularly well to the very good support mechanisms provided for all pupils in school. Each year, the progress they make helps to get closer to and sometimes exceed the expected standards for their age.'

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

The Education, Health and Care Plan (EHCP) and changes to the Statement of Educational Needs.

From September 2014, all children and young people from 0-25, who have significant special educational needs will undergo an Education Health and Care Plan (EHCP) Assessment. This may lead to the development of an EHC Plan instead of a Statement of SEN. For children who already

have a Statement of Special Educational Needs (SEN), the transfer of Statements into EHC Plans will be a gradual process, with children who are at points of transition between schools being given highest priority. Transfers to EHC Plans will happen during the annual review meetings.

The changes and replacement of Statements with EHCP intend to: Give families give more control over the support the child needs, ring together multiple agency professionals to develop a more holistic approach to supporting the child, involve young people and parents in developing and reviewing the provision for those with SEND.

An EHC Plan (or statement of SEN if that applies to your child) outlines your child's needs, agreed short and long-term targets and what type of support is required. Additional funding from the EHCP may be used for interventions such as paying for additional support such as specific resources and internal or external support.

Following an assessment for eligibility of an EHCP the Local Authority may be decide that your child does not need an EHCP but is still eligible for 'Top-up' funding in order to support their needs. This funding is released on a short-term basis and is subject to regular reviews on a case by case basis.

The impact of all our interventions is measured and reviewed on a half-termly basis (or sooner where appropriate) and suitable targets are set. The school SENDCOs oversee and co-ordinate the provision for all pupils.



5. How is my child involved in contributing to and reviewing their learning targets at Shanklea?

Pupils, parents and staff are all part of the Shanklea SEND Action Plan and ECHP process. Parents, pupils and staff meet to share views about the needs of the pupils. All stakeholders work collaboratively to identify any needs and the most appropriate means of supporting the pupil. After an agreed intervention period, the plan is then reviewed by all parties and, where appropriate, new targets or strategies are developed. The targets and strategies evolve with the needs of the pupils.

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.

6. 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.

'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)

7. 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 2016-17. 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.

Percentage of EYFS pupils with an average progress point score of 6 or more (expected or exceeding):

	All pupils	SEND pupils	Difference between SEND and all pupils (expected or above)
Listening and attention	100% [7.2 pts]	100% [7.0 pts]	0%
Understanding	100% [6.9 pts]	100% [7.2 pts]	0%
Speaking	100% [7.1 pts]	100% [7.4 pts]	0%
Moving and handling	100% [6.9 pts]	100% [6.9 pts]	0%
Health and self-care	100% [6.8 pts]	100% [7.2 pts]	0%
Self-confidence and self-awareness	100% [7.0 pts]	100% [7.1 pts]	0%
Managing feelings and behaviour	100% [7.2 pts]	100% [7.5 pts]	0%
Making relationships	100% [7.4 pts]	100% [7.5 pts]	0%
Reading	100% [7.0 pts]	100% [7.2 pts]	0%
Writing	100% [6.8 pts]	100% [6.9 pts]	0%
Numbers	100% [7.0 pts]	100% [7.0 pts]	0%
Shape, space and measures	100% [6.9 pts]	100% [7.1 pts]	0%
People and communities	100% [7.4 pts]	100% [7.3 pts]	0%
The World	100% [7.5 pts]	100% [7.8 pts]	0%
Technology	100% [7.2 pts]	100% [7.7 pts]	0%
Exploring and using media and materials	100% [7.2 pts]	100% [7.5 pts]	0%
Being imaginative	100% [7.1 pts]	100% [7.5 pts]	0%

Percentage of End of KS1 pupils with average progress point score of 6 or more (expected or depth):

	All pupils	SEND pupils	Difference between SEND and all pupils (expected or above progress)*
Reading	100% (6.1 pts)	100% (6.2 pts)	0%
Writing	100% (6.2 pts)	100% (6.1 pts)	0%
Mathematics	100% (6.0 pts)	100% (5.7 pts)	0%

Phonics screen 2017

By the end of KS1 all children had met the required level in the phonics screening test.

	All pupils	SEND pupils
Year 1 phonics screen	88%	55%
Year 2 phonics screen	100%	**100%**

Percentage of End of KS2 pupils with average point score of 6 or more (expected or depth):

	All pupils	SEND pupils	Difference between SEND and all pupils (expected or above progress)
Reading	100% (6.5 pts)	100% (6.7 pts)	0%
Writing	100% (6.8 pts)	100% (6.4 pts)	0%
Mathematics	100% (6.3 pts)	100% (6.1 pts)	0%

8. 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 you 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.

9. 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 reviewal 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

10. 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 Andrew Hodson. He 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. Shanklea's Lead Governor on inclusion is Joanna Watson.

11. 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).

12. What about my child's medical needs?

- Care plans are compiled with support from our School Nurse and in consultation with parents/carers.
- Epipen 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.

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/School-Admissions-Handbook-Primary-2016-17.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

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

https://schadm.northumberland.gov.uk/ccsenterprise_admissionsonline_live/

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#northumberlandsendinformationadvicesupportservice

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.

Top-up funding – Short term monies provided by the local education authority which supplement the costs of supporting a pupil.

SHANKLEA PRIMARY SCHOOL

Accessibility Plan 2016 - 2018

Policy Control Details			
Date policy approved:	September 2016		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	2 years		
Review required by:	September 2018		
Responsibility for review:	Resources Management Committee		

Shanklea Primary School Accessibility Plan: 2016 to 2018

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
1. Accessibility Ramps and portable ramps 2. Disabled car parking spaces available close to entrance. 3. Dropped kerbs either side of main vehicle entrance. 4. Main entrance has wide doors for wheelchair access. 5. Hearing loop installed in main entrance. 6. 2 Disabled toilets with handrails installed 7. Ramps on EYFS, KS1 and KS2 entrance 8. Rails and handles on all steps/ main entrance 9. Floor and low height furniture to meet the mobility needs of SEND pupils and 2 year olds 10. Low height ICT touchscreens for access and participation in the curriculum 11. Low height sinks for access and participation in the curriculum 12. Installation of double door handles for safeguarding reasons in EYFS and KS1 13. Installation and refurbishment of library and ICT suite 14. Improvements to accessibility of EYFS outdoor area 15. Installation of new car park for accessibility for disabled staff and visitors	1. Installation of pedestrian path at the boundary of the Shanklea site 2. Hearing loop/speakers in main sports hall 3. Signage to communicate to vulnerable groups regarding safeguarding and safety regulations and expectations 4. Installation of new playground furniture for all children with medical needs 5. Roofing of quadrangles for increased capacity of 30 hours childcare

Curriculum

Improving the Curriculum Access TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	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.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available. The post of Inclusion mentor has been established to meet the needs of all children.	As required	Increase in access to the National Curriculum with due consideration of British Values, Disability and the PREVENT Agenda
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
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
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	Autumn 2016	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.	Creation of ICT Technician role to facilitate access and timely interventions and progress measurement.	Autumn 2016	Increase in access to the National Curriculum

Information

Improving the Delivery of Written Information TARGET	**STRATEGY**	**OUTCOME**	**TIMEFRAME**	**ACHIEVEMENT**
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	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.	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	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.