**SEND and Disability Report 2018-9**

**Staff**

Ms Tracey Johnson is the Special Educational Needs Coordinator (SENCO) and leads on SEND provision at Appletree Gardens First School. She has the Government accredited National Award for Special Education Needs

Co-ordination.

She is supported in her role by Mrs Catherine Costigan who has responsibility for managing and facilitating Intervention groups.

The link school governor for SEND is Mrs Pat Gray

 Patricia Ord is our Education Welfare Officer (Attendance)

If you would like to talk to Ms Johnson, please contact the school office to arrange a meeting. She will be only too pleased to have a chat by phone or face to face.

**Provision**

 In line with the Local Authority SEND Policy we adopt the guidance offered in the Special Educational Needs Code of Practice for the identification and assessment of pupils with Special Educational Needs and Disability. We follow current legislation and guidance including making adjustments in light of ongoing reforms and approaches.

Following the implementation of the Children and Families Act (2014), a new SEND Code of Practice has come into operation (September 2014). Information will be continually updated in the near future along with updates to appropriate policies as we receive guidance.

Our SEND Policy outlines our provision and support. **We are wheelchair accessible via ramps and have a Disabled Parking area in the school car park. Within school there is a Disabled Toilet. Large format home-school correspondence can be available upon request.**

**We currently have thirteen members of Staff who are first aid trained and four members of staff who are trained to use the defibrillator.**

Related school policies which are available on the website are:-

**Appletree Gardens First School SEND Policy**

**Behaviour Policy**

**Anti Bullying Policy**

**Safeguarding and Child Protection Policy**

**Sex and Relationships Policy**

**Curriculum**

**At Appletree Gardens we adopt a broad and balanced curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, engagement and successful progression to the next stages of learning. We strive to ensure that all children have the opportunity to participate in school visits regardless of their disability or need.**

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| **Area of Need****See below for our three tier approach to addressing a child’s individual needs.**This provision is a guide as interventions may vary and support will be based on a child’s specific need | **All Pupils** | **Intervention Groups** | **SEN** |
| **Cognition****Learning****Communication****Interaction** | ***All children through High Quality Teaching will have access to:-*** a differentiated and purposeful curriculum which may be evidenced in teachers’ planning and delivery, activities and learning outcomes.different learning styles e.g. visual , auditory kinaestheticactive learning opportunities positive feedback and a responsive marking policy a comprehensive literacy and phonic programword mats, word banks, writing frames and dictionaries a challenging and exciting maths program promoted by North Tyneside and supported in school by Abacus opportunities for self assessment attachment friendly environmentsdyslexia friendly classroomsuse of I pads and quality ICT provision including Lexiaregular progress updates and half termly Progress Meetings.referrals to external specialists or agencies when appropriate.  | ***In addition children in our Intervention Groups may also have access to:-***targeted tasks led by teacher or TAlearning support or catch up programs such as:- **EAL small group and 1-1*****Read Write Inc*** ***Better Reading Partnerships(BRP)******Talk for Number******Pre Dyslexia******Dyslexia******Speech and Language 1-1 and small group******Inference******1st Class Number******Plus 2******Rapid Writing******Socially Speaking******Time to Talk******Lexia******Reading Recovery******Five Finger Approach******Shooting Stars******ELSA******Talkabout******Word Aware******Toe by Toe*** ***Thrive******5 Minute Number Box******Guided Reading******Groovy Moovers******Rainbow Writers******Word Wizards******Number Ninjas******BLAST******Hi 5 Phonics*** | ***Children on our SEND register may also have access to :-***a personalised educational programme ( ***Pupil*** ***Suppor***t Plan) which may be linked to a Statement , Early Health Care Plan, or External Specialist Report**or**a **Medical Support** Plan which is formulated with parents for those children who have medical needs but are attaining within age related expectations. It is an awareness document. access to a rigorous and targeted Intervention programme on a 1-1 or small group basis based on personalised assessments educational packs and resources provided by North Tyneside Dyslexia Support Teampersonalised learning zip wallets containing tools and resources for learning. (Toolkits)specific programmes and strategies as recommended by North external specialists ***At Appletree we have had close links with North Tyneside’s –***Speech and Language TherapistsLanguage and Communication TeamEducational PsychologistsOccupational TherapistsCAMHS teamSchool health providers e.g.School Nurse ServiceSEND Assessment Co-ordinator |
| **Emotional, Social and Mental Health** | ***All children will have access to:-***SEAL curriculumGood to be Green – Whole School Positive Behaviour PolicyGolden Time reward/achievement charts/celebration assembliesPlayground Buddies Circle Timeworry/suggestion boxesclassroom fiddle toys and calming Boxesmindfulnessa counselling service when appropriate  | ***In addition children in our Intervention Groups may have access to:-***targeted tasks led by teacher or TA which are monitored recorded and signed on a weekly basis.nurture programmes, such as ELSA Happy to be me, activities and resourcesfiddle/anxiety toysa resilience programme* 1. or Small Group work

support in unstructured activities  | **Children on our SEND register may also have access to :-**a personalised educational programme (Appletree Medical Support Plan or Appletree Pupil Support Plan ) which may be linked to a Statement , Early Health Care Plan, or external specialist report a personalised positive behaviour home school approachaccess to specialist support/ agencies as neededthe **Thrive** approach to social and emotional development |
| **Sensory and Physical** | outdoor provision and play equipment in Nursery, Reception and KS1 and KS25 minutes a day wake up shake up inclusive Access Coaching for ages 5-9 after school and lunchtime sports/fitness clubs some of which are free of chargemulti-sensory approaches in all aspects of P.E taught across the schoolswimming lessons if in KS2differentiated planning and personalised teaching where appropriatedrinking water in the classrooms | targeted tasks led by teacher or TA to develop fine motor , gross motor and co-ordination skillse.g. Dough DiscoBLASTpersonalised handwriting tasks or programaccess to specialist equipment including ICT |  1-1 Individualised programmes (often generated by OT. Paediatrics or CAMHS)specific equipment e.g. pencil grips, writing slopes, posture cushionsmotor skills programmes access to specialist support/ agencies as needed |

**Appletree Gardens is a fully inclusive school and we are passionate in our drive to ensure all pupils achieve their potential in all areas of school life. In our most recent Ofsted Inspection (November 2013) the following statement is included;**

 ***Disabled pupils and those who have special educational needs generally make similar progress to their peers with some making more than expected progress. These pupils receive effective, targeted support, mainly within the classroom, from teachers and teaching assistants which meets their particular needs well.***

**At Appletree we believe that meeting the needs of pupils with Special Educational Needs and Disability are the responsibility of all teachers, teaching staff , support staff and parents, who will work together to serve the best interests of the child. The child needs are usually met through a differentiated curriculum and a targeted support approach leading to agreed outcomes. Every intervention is recorded and the child’s progress carefully monitored and evaluated. The SENCO and Interventions Co-ordinator will support staff to meet these needs and inform parents of their child’s involvement in any support programme. We will strive to meet with those parents who have children on our SEND Register on a regular basis to keep them informed of their child’s progress. The school works closely with learners, parents and external agencies to ensure smooth transitions between Key Stages and Middle Schools. Pre transition visits are made to the Middle Schools of choice by our Year 4 SEND children and the SENCOs meet or converse on a regular basis.**

**We hold half termly Pupil Progress Meetings in every year group and are able to identify when a child may have specific needs to address. We operate a graduated response to identifying a child’s needs, the initial response being through Quality First Teaching. Our aim is to ASSESS (a child) REVIEW (their progress) and DO (provide a support plan, intervention or precision teaching) in a continuous cycle throughout the year.**

**The SEND register is updated termly.**

**There are current registers for Allergies and Asthmatic children on display.**

**We regularly review our Medicine Policy.**

**We hold whole school Staff Meetings or CPD to raise awareness and develop expertise within SEND.**

 **Further detail is included in our SEND Policy in line with the new SEND Code of Practice.**

**A few comments from pupils:**

**“Our teachers are always there when we have a problem”**

**“Learning is fun “**

**“My teacher cares about my worries then they go away”**

**“I always want to have a go even when things are tricky for me “**

**“My teachers know what help I need and I’m getting better and better every day”**

**Funding**

The schools Delegated SEND Funding ensures provision to provide appropriate support for pupils with Special Educational Needs. We aim to support pupils initially through targeted early intervention.

 Funding is used to facilitate:

Quality First Teaching

Whole school inclusive practice

Resources to support specific learning needs or disabilities

SENCO role and Interventions Co-ordinator

Liaison with external agencies

Resources to support differentiation including IT

Staff training (CPD)

T.A support of individual learners or group support.

**External Agency Support**

**We will always work with you to support your child in every way we can. At times pupils may access external support from one or more agencies. We actively seek and encourage partnerships with all professionals and work together to support pupils through fully inclusive practice.**

**Key professionals who have worked with children in our school are:**

**Katrina Heywood; Educational Psychologist.**

**(North Tyneside Education Psychology Team)**

**Helen Preston, Mary Mackenzie and Rachel Elder Smith from the Dyslexia team**

**Marjorie Newton from the Language and Communication Team.**

**Gill Hedworth and Anne Pyle from Behaviour Support**

 **Kate Swinburne; School Nurse**

**Nina Hindmarsh from Speech and Language Therapy**

**We have also had visiting staff from:**

**Child and Adolescent Mental Health Service (CAMHS)**

**Paediatric Occupational Therapy Team**

**Barnardo's Counselling Service**

**North Tyneside Local Offer can be found at**

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

**Complaints Procedure**

Any parent who has a problem regarding an SEND issue with their child should in the first instance discuss this matter with the class teacher or SENCO. If there is no resolution the parent may request a meeting with the Deputy Head Teacher or Head Teacher. A request may also be made to meet with the Chair of Governors.

The school will make parents aware of SENDIAS (The Special Educational Needs and Disability Information, Advice and Support Service

 <http://www.northtyneside.gov.uk/browse-display.shtml?p_ID=527972&p_subjectCategory=1191>

This is an impartial body.

**Useful Links**

**AFASIC – Unlocking Speech and Language**

**Website:**[**www.afasic.org.uk**](http://www.afasic.org.uk/)

**Ataxia UK**

**Website:**[**www.ataxia.org.uk**](http://www.ataxia.org.uk/)

**Barnardo’s**

**Website:**[**www.barnardos.org.uk**](http://www.barnardos.org.uk/)

**British Deaf Association**

**Website:**[**www.bda.org.uk**](http://www.bda.org.uk/)

**British Dyslexia Association**

**Website:**[**www.bdadyslexia.org.uk**](http://www.bdadyslexia.org.uk/)

**Contact a Family**

**Website:**[**www.cafamily.org.uk**](http://www.cafamily.org.uk/)

**Council for Disabled Children**

**Website:**[**www.ncb.org.uk**](http://www.ncb.org.uk/)

**Diabetes UK**

**Website:**[**www.diabetes.org.uk**](http://www.diabetes.org.uk/)

**Disability Living Foundation**

**Website:**[**www.dlf.org.uk**](http://www.dlf.org.uk/)

**Disability Sport Event**

**Website:**[**www.disabilitysport.org.uk**](http://www.disabilitysport.org.uk/)

**Down’s syndrome Association**

**Website:**[**www.downssyndrome.org.uk**](http://www.downssyndrome.org.uk/)

**Dyslexia Action**

**Website:**[**www.dyslexiaaction.org.uk**](http://www.dyslexiaaction.org.uk/)

**Dyspraxia Foundation**

**Website:**[**www.dyspraxiafoundation.org.uk**](http://www.dyspraxiafoundation.org.uk/)

**Epilepsy Action**

**Website:**[**www.epilepsy.org.uk**](http://www.epilepsy.org.uk/)

**I CAN (Invalid Children Aid Nationwide)**

**Website:**[**www.ican.org.uk**](http://www.ican.org.uk/)

**IPSEA (Independent Panel for Special Educational Advice)**

**Website:**[**www.ipsea.org.uk**](http://www.ipsea.org.uk/)

**KIDS**

**Website:**[**www.kids.org.uk**](http://www.kids.org.uk/)

**Leukaemia Care**

**Website:**[**www.leukaemiacare.org.uk**](http://www.leukaemiacare.org.uk/)

**National Association of Special Educational Needs**

**Website:**[**www.nasen.org.uk**](http://www.nasen.org.uk/)

**National Asthma UK**

**Website:**[**www.asthma.org.uk**](http://www.asthma.org.uk/)

**National Autistic Society**

**Website:**[**www.nas.org.uk**](http://www.nas.org.uk/)

**National Blind Children’s Society**

**Website:**[**www.nbcs.org.uk**](http://www.nbcs.org.uk/)

**National Deaf Children’s Society**

**Website:**[**www.ndcs.org.uk**](http://www.ndcs.org.uk/)

**National Eczema Society**

**Website:**[**www.eczema.org**](http://www.eczema.org/)

**National Federation of the Blind**

**Website:**[**www.nfbuk.org**](http://www.nfbuk.org/)

**National Society for Epilepsy**

**Website:**[**www.epilepsysociety.org.uk**](http://www.epilepsysociety.org.uk/)

**Parents for Inclusion**

**Website:**[**www.parentsforinclusion.org**](http://www.parentsforinclusion.org/)

**Physically Disabled and Able Bodied (PHAB)**

**Website:**[**www.phabengland.org.uk**](http://www.phabengland.org.uk/)

**Pre-school Learning Alliance**

**Website:**[**www.pre-school.org.uk**](http://www.pre-school.org.uk/)

**Royal National Institute of the Blind**

**Website:**[**www.rnib.org.uk**](http://www.rnib.org.uk/)

**SCOPE**

**Website:**[**www.scope.org.uk**](http://www.scope.org.uk/)

**SENSE**

**Website:**[**www.sense.org.uk**](http://www.sense.org.uk/)

**SKILL: National Bureau for students with disabilities**

**Website:**[**www.skill.org.uk**](http://www.skill.org.uk/)

**Young Minds**

**Website:**[**www.youngminds.org.uk**](http://www.youngminds.org.uk/)