

Station Road Barrasford, Northumberland

NE48 4AA

Headteacher: Mrs Glenda Glenwright

(01434) 681572

Chollerton SEND Report 2024 - 2025

SCHOOL NAME:	Chollerton Church of England First School			
TYPE OF SCHOOL:	We are a small rural first school located in Northumberland, serving Barrasford and the surrounding area. In September 2024, we took on the private on-site Pre-school under Community Powers. We offer mainstream provision for children aged 2 years to 9 years of age. After Year 4, most of our children transfer to middle schools in Hexham.			
ACCESSIBILITY:	Fully wheelchair accessible		Yes	
	Auditory / visual enhancements		No	
	Other adaptations		None	
CORE OFFER:	Are you currently able to deliver your core offer consistently over all areas of your school? Yes			
POLICIES:	Are the school policies available on the website for:	SEND		Yes
		SAFEGUARDING		Yes
		BEHAVIOUR		Yes
		EQUALITY & DIVERSITY		Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?			Yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:			



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Areas of strength

We are a small school with high staff to pupil ratios. Every child is well known as an individual and their needs are well supported. Progress is closely monitored and where necessary, interventions are made early.

Staff are highly experienced, with specialist training in the following areas:

- Talk Boost
- Early Talk Boost
- EYFS Toolkit
- Speech and Language
- Paediatric First Aid
- Supporting children with neurodiverse conditions such as ASD and ADHD
- SpLD (Dyslexia)
- Attachment / Adverse Childhood Experiences Training
- SENDCo holds the National Award in SEN Coordination.
- Supporting children with sensory issues.
- Supporting children with social, emotional and mental health issue.

We are in the process of becoming a Thrive ® school.

Specialist Facilities/Equipment to support SEND

Disabled toilet and ramped access to the EYFS classroom. All other entrances are accessible.

Other equipment is sourced to meet the needs of individual pupils, as and when necessary. For example, wobble cushion, ear defenders, fidget tools, sloped boards for writing and sensory equipment.



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Input from Therapists/Advisory Teachers/other specialist support services

We make referrals to and work with the Northumberland Education Support teams, which include: Autism Support, Speech, Language and Communication Support, SpLD (Literacy and Maths) Support, Emotional Wellbeing and Behaviour Support, Sensory Support, Educational Psychology, English as an Additional Language and Portage, as and when necessary.

We also work in partnership with NHS Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Health, CYPS and Children's Services, as and when necessary.

INCLUSION:

How does school make sure the curriculum is matched to my child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. Class teachers use rigorous, ongoing assessment throughout the year, to ensure they understand the needs of every pupil.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists (for example: an educational psychologist, vision impairment specialist or occupational therapist).

If it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT, writing slopes, adapted pencil grips and/or additional adult help.

We try our very best to cater for the needs of every pupil within the classroom. Occasionally, it is necessary for children to be withdrawn from the class to receive extra support from a teaching assistant who is



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trained to deliver individual or small group catch-up sessions or interventions, under the guidance of the class teacher and SENCO. Children are only withdrawn from the class if the teacher or SENDCO feel it is necessary.

Occasionally, some children may need 1:1 support to enable them to access the curriculum, or have the curriculum adapted to meet their needs. These children will have an Education Health and Care Plan.

How do you promote inclusion within the school? Including day and residential trips?

We are a fully inclusive school, with adjustments made depending on individual needs to enable all children to participate in all school activities.

Children with special educational needs and/or disabilities are included on all school visits and residential trips.

What proportion of children currently at the school have an SEND?

As of September 2024, we have 37 pupils on roll.

13.5% of our pupils are on the SEND register (September 2024)

One pupil has an EHCP.

PARENT SUPPORT INVOLVEMENT/ LIAISON:

How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs? How do you communicate their progress and areas of difficulty?

Parents of children with SEND are invited to work closely with the Head teacher/SENDO, learning support assistants and outside agencies.

Depending on their level of need and the involvement of outside agencies, pupils with SEND will have a Pupil Passport and a one-page Profile, or a SEND Support Plan. Parents and children are involved in setting and reviewing targets. We consider it to be imperative that we work with parents in order to support the child. We also place great



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importance on pupil voice.

A small number of children will require an EHCP. At all stages of the assessment process and while the EHCP is in place, parents and children share their views and are invited to attend or contribute to their annual review.

Where appropriate, an Early Help Assessment can be completed with parents or carers to arrange multi-agency support.

Home / school liaison books are in place where needed.

Parent consultations are held in the Autumn, Spring and Summer terms as well as a written report at the end of the academic year. Parents are invited to SEN reviews in addition to these meetings, when necessary.

Parents are always welcome to discuss worries or concerns with us – just telephone/email the office.

Our school SENCO is available most afternoons after school – just ring the office to make an appointment.

Parents are encouraged to bring any concerns to the attention of staff as soon as possible so that they can be dealt with quickly. If however a parent wishes to make a complaint about the special educational needs support provided to their child by the school, they should refer to our Complaints Policy and Procedure for details of how to proceed.

How will school prepare children with SEND to join their next setting/college/stage of education or life?

We have carefully planned and structured transition programmes between key stages and between schools.

We liaise with SENCOs at receiving schools during Year 4 to prepare for transition.

Extra transition visits are arranged for children who need them.



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REVIEW DUE:	October 2026	
COMPLETED:		
DATE	March 2025	
COMPLETED BY: (Name and position)	Glenda Glenwright Head teacher/SENCO	
OTHER INFORMATION:	Find Northumberland County Council's Local Offer here: https://www.northumberlandsend.co.uk/	
	We liaise with staff at special schools, in the event of shared placements or transition from mainstream to special school placement.	