



Chollerton First School

Station Road

Barrasford,

Northumberland

NE48 4AA

Headteacher: Mrs Hazel Davey

(01434) 681572

Chollerton SEND Report 2021

SCHOOL NAME:	Chollerton C of E First School		
TYPE OF SCHOOL:	<p>We are a small rural first school located in Northumberland. There is a private Pre-school on site, offering provision for 2 to 4 year olds.</p> <p>We offer mainstream provision from Reception to Year 4 (4 - 9 years of age).</p> <p>After Year 4, most of our children transfer to middle schools in Hexham.</p>		
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:	<p>Please indicate what your school has to offer (over and above your core offer) in each of the following areas:</p> <p>Areas of strength</p> <p>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.</p>		



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	<p>Staff are highly experienced, with specialist training in the following areas:</p> <ul style="list-style-type: none"> • Talk Boost • Early Talk Boost • EYFS Toolkit • Speech and Language • Paediatric first aid • ASD / ADHD • RWI phonics and spelling • Elklan • SpLD (Dyslexia) • Attachment / Adverse Childhood Experiences Training • SENDCo holds the National Award in SEN Coordination.
	<p>Specialist Facilities/Equipment to support SEND</p> <ul style="list-style-type: none"> • Disabled toilet • Class set of iPads with specific apps to support learning. • Sloped boards for writing • Other equipment is sourced to meet the needs of individual pupils, as and when necessary.
	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>We work with The Inclusive Education Services teams (formerly SEN Support Services) which include: Autism Support, Speech, Language and Communication Support, Literacy Support, Emotional Wellbeing and Behaviour Support, Sensory Support, Educational Psychology, English as an Additional Language and Portage, as and when necessary.</p> <p>We also work in partnership with NHS Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Health Advisers, CYPS and Children's Services, as and when necessary.</p>
<p>INCLUSION:</p>	<p>How does school make sure the curriculum is matched to my child's needs?</p> <p>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</p>



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	<p>needs of every pupil.</p> <p>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.</p> <p>These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists (for example: an educational psychologist, vision impairment specialist or occupational therapist).</p> <p>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.</p> <p>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 get extra support from a teaching assistant who is trained to deliver individual or small group catch-up sessions or interventions, under the guidance of the class teacher and SENDCo. Children are only withdrawn from the class if the teacher or SENDCo feel it is necessary.</p> <p>Where appropriate, some children may need 1:1 support to enable them to access the curriculum, or have the curriculum adapted to meet their needs.</p> <p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>We are a fully inclusive school, with adjustments made depending on individual needs to enable all children to participate in all school activities.</p> <p>Children with special educational needs and/or disabilities are included on all school visits and residential trips.</p> <p>What proportion of children currently at the school have an SEND?</p> <p>As of September 2020, we have 39 pupils on roll.</p> <p>5.1% of our pupils are on the SEND register (September 2020)</p> <p>Currently, no pupils have an EHCP.</p>
PARENT SUPPORT	How do you involve/support the parents of children/YP with an SEND



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INVOLVEMENT/LIAISON:	<p>regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • Children with SEND work closely with the Headteacher, SENDCo, 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 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, 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 terms 1, 2 and 3 each year as well as a written report in term 3. • Parents are always welcome to discuss worries or concerns with us – just telephone/email the office. • Our school SENDCo is available most afternoons after school – just ring the office to make an appointment.
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <ul style="list-style-type: none"> • We have carefully planned and structured transition programmes between key stages and between schools. • We liaise with SENCOs at Hexham Middle School and St. Joseph's Middle School during Year 4 to prepare for transition. • Extra transition visits are arranged for children who need them. • We liaise with staff at special schools, in the event of shared

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	placements or transition from mainstream to special school placement.
OTHER INFORMATION:	Find Northumberland County Council's Local Offer here: http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx
COMPLETED BY: (Name and position)	Glenda Glenwright SENDCo
DATE COMPLETED:	May 2021
REVIEW DUE:	May 2022