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Special Educational Needs and Disability Information Report

SCHOOL NAME:	Seahouses Middle School		
TYPE OF SCHOOL:	Mainstream	Middle (9-13)	
ACCESSIBILITY:	Wheelchair accessible	To main school. Annexe and dining room are accessible via a portable ramp.	
	Auditory / visual enhancements	None	
	Other adaptations	None	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. We are a fully inclusive school with policies based on the 2014 SEND Code of Practice, recognising the need to support learners within the four broad areas of need:</p> <ul style="list-style-type: none"> • Communication and Interaction; • Cognition and Learning; • Social, Mental and Emotional Health; • Sensory and Physical Needs. <p>All staff have training and expertise to identify children in need of additional support and to provide this support through good quality teaching, including appropriate differentiation. Where further additional support is required, the SENDCo will consult with parents and external agencies to optimise that support on an individual basis.</p>		
POLICIES:	Are the school policies available on the website for:	SEN	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:		
	<p>Areas of strength</p> <p>We are a fully inclusive school with lots of experience of providing full access to the curriculum for pupils with SEND.</p> <p>We currently use the following intervention programmes:</p> <p>Digismart Premier League Reading Stars Reciprocal Reading Read Write Inc Paired reading Success in Arithmetic Numicon Peer tutoring in maths</p>		

	<p>Our small school environment allows us flexibility for small group & one-to-one intervention work with experienced teachers and teaching assistants, much of which takes place within the classroom.</p> <p>Support for children on the autistic spectrum is aided by highly experienced teaching assistants who work support children within class.</p> <p>Fine motor skills intervention work has been developed with guidance from occupational therapists.</p> <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>We work alongside other agencies including:</p> <ul style="list-style-type: none"> • local authority SEND Support Services (communication, ASD and educational psychology); • CYPS (Children's and Young People's Services); • Occupational Therapy; • EWO (Education Welfare Officer); • EOTAS (Education Other Than At School); • School Nurse <p>Lunchtime and After School support</p> <p>A range of after school clubs is available most days of the week: these change each half-term. Examples include: Harmony group, IT club, Gardening club, Craft club, Drama club, Homework club, Library, Table tennis club, football, netball and basketball.</p>
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>Lessons in all subjects are as inclusive as possible with activities and resources adapted and differentiated depending on need. All children are included in trips and residential visits, irrespective of ability or need.</p> <p>What proportion of children currently at the school have an SEND?</p> <p>17% (September 2016). Update throughout the school year to reflect changes in need at different times.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>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?</p> <p>The SENDCo works closely with children with a SEND and their parents. The SENDCo also liaises with outside agencies.</p> <p>Some pupils have a one-page profile which identifies their strengths and areas for development, with strategies that help them.</p> <p>Termly monitoring of children's progress is used by the SENDCo and other staff to identify appropriate interventions for pupils with SEND. We write and report to parents of children on literacy / numeracy intervention programmes with progress updates.</p> <p>We host parents' evenings in the autumn and spring terms. Annual reports are provided in the spring term. We hold a SATs information evening in March for parents of Y6 pupils.</p> <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>We liaise with our partnership high school to provide personalised transition programmes for children with SEND.</p>
COMPLETED BY: (Name and position)	<p>J Harris (headteacher)</p> <p>K Shotton (SENDCo)</p>
DATE COMPLETED:	<p>May 2014</p>
REVIEW COMPLETED:	<p>September 2016</p>
REVIEW DUE:	<p>July 2017</p>
What to do if the school is not providing for your child's SEND.	<ul style="list-style-type: none"> • In the first instance, contact the SENDCo or head teacher to discuss your concerns. • You may also wish to refer to the steps laid out in the school complaints procedures policy which can be found on the school website. • You can contact the Local Authority Parent Partnership Service on 01670 623555.

Northumberland County Council's SEND Local Offer can be accessed via this link:

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